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ABSTRACT

This global-centric study for average to superior senior high students provides historical and cultural world understandings. The objective is to prepare students to become intelligent, effective, and articulate citizens. Emphasis is upon learning to assess the nature of values through the knowledge of history and the use of adequate tools of inquiry including logical procedure, inductive/deductive reasoning, the scientific method of history and the concept method of learning. Each unit is arranged within a framework of an outline, a broad overview, a list of understandings and attitudes, and the significant concepts. Ten units for the two semester course synthesize a wide variety of content on the heritage and values of Western Civilization and the richness of other cultures. First semester units are: 1) Historiography; 2) Recapitulation; 3) The Renaissance and the Middle Ages in Europe; 4) The Age of Revolution in Europe and in the Americas; and, 5) Reactionism, Nationalism, and Liberalism. Second semester units are: 6) The Middle East; 7) Asia: China, Japan, Korea, India, and Pakistan; 8) Africa; 9) Great Power Rivalry; 10) The Growth and Problems of Peace. A bibliography of books and visual aids is furnished. A related document is SO 003 188. (SJM)

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BOARD OF CATHOLIC EDUCATION

DIOCESE OF CLEVELAND

GLOBAL-CENTRIC HISTORY AND CULTURE GUIDE

September, 1965

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SO 005 186

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Superintendent of Schools

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Director of High Schools and Academies

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MAR 16 1972

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GLOBAL-CENTRIC HISTORY AND CULTURE

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FOREWORD

The kind of world we will have in the twenty-first century depends largely on the type of citizen we educate during the next one or two decades. In the 1950's and the 1960's the major changes in the curriculum occurred within the mathematics-science cycle leaving the humanities woefully stagnant. As a result, the place of the social studies and the percentage of student time allotted has been steadily diminishing. Sad would be the society versed only in the technological innovations without knowledge of the scientific discovery which effected the change, the complex international relations which follow it, the implications in population growth, the penetration of public policy which results, the changing economic structures which are its product, and the conflict in values and morals which are occasioned by it.

During the course of the school year 1964-1965 and the summers of 1964 and 1965 a group of social science teachers in the Diocese of Cleveland collaborated in producing an updated curriculum which is at once orderly, logical, sequential, and evolutionary. The printed effort makes no claim to being a finished product but it makes a strong claim to being dynamic and relevant. It is a synthesis of a wide variety of content. The hope of the Committee is that every teacher will gain new incentives for updating his own teaching methods and will approach the "new look" with the spirit of adventure and enthusiasm.

One note of caution may prudently be injected at this point. The content of this course of study is vast but it is meant to be studied in its essentials, not in minute detail. Use of the methodology suggested elsewhere in this course of study will provide general guidelines for procedures.

This course of study is developed with the average to superior student in mind. A wealth of material has been published for the below average and the retarded student and should be utilized. It is hoped, however, that as the teacher loosens the traditional bonds of fact learning and affirmative oriented questions that the course of study will become usable in this area also.

In the area of World History and Civilization a bewildering array of material with interaction and multiple frames of content presented a real dilemma to the Committee. A decision was reached to present the heritage and values of Western Civilization, the richness of other cultures, and the phenomenon of the international historical setting from the arbitrary date of 1886.

Euro-centric history provides a rationale for inclusion of Latin America and Australia. The time element alloted is approximately one-half of the course. If this is taught with all of the essentials and with a concept-oriented method, the amount of work provided can be covered within the given time limit.

Asio-centric and Afro-centric Culture is taught for approximately one -fourth of the course. Because of the obvious problems involved, these sections can be handled most successfully through culture not history. The intricacies of an historical study of China, for example, are too involved to attempt. However, Asia with one-fourth of the World's people must be considered in the same depth as has been given to the Western World.

Finally the cultural complexity of the last hundred years has an historical setting of its own with essential and distinctive ingredients that provide ultimate meaning to us and to our posterity. It can not be too strongly urged that each culture studied be examined for itself only and not in comparison with other cultures if the dimensions of today's world are to be firmly grasped by the student.

This program aims to introduce young people to today's world, to secure their meaningful niche in it and identify themselves with it so intimately that they be moved "to light one candle rather than to curse the darkness". With that hope in mind the Social Science Committee of the Diocese of Cleveland presents its course of study on Global-centric History and Culture.

PHILOSOPHY

The primary concern of the Social Science program of the secondary schools in the Diocese of Cleveland is the formation of articulate, socially conscious citizens possessed of strong moral principles and capable of becoming competent members of the Church, the state, and the various institutions to which they belong during their lifetime.

In order to insure this concern our high school students must learn to assess the nature of values through that knowledge of history and the social sciences which will provide them with adequate tools of inquiry. Among these tools are logical procedure, including both inductive and deductive reasoning, the scientific method of history, and those moral principles which provide a rationale for ethical analyses of the events of history and sound judgments on the implementation of the scholarly disciplines of economics, anthropology, sociology, psychology, political science and geography as both cause and effect of the melange of modern society.

In an era when many social scientists - psychologists, historicists, cultural anthropologists, sociologists, and a variety of behavioral scientists - tend to question the validity of any particular set of rules, sanctions, or institutions, Catholic educators must become aware of the need to train young people for self-direction, self-discipline, self-education, and commitment to observance of the law, respect for duly constituted authority, and unselfish service in pursuance of the common good.

Traditionally, Catholic educational philosophy insists on the use of tenets and techniques of good scholarship and in free study and unbiased research within the bounds of truth and right reason. This training should provide us with adults effective in recognizing and defining issues, in coping with them through study and action, in interpreting them accurately, in reaching decisions and in attempting solutions consistent with intelligence and justice.

GOALS AND OBJECTIVES

Mindful that learning involves intake through the external senses, exercise through the internal senses especially the phantasm and memory, rationalization through intellect, and action through will, the aims and goals of the social science program include a program for balanced development. The primary task of the elementary school, however, has been to train the external and internal senses and thus it devolves upon the secondary school to implement this training while stressing the development of desirable behavior through the proper exercise of the will.

The philosophy elucidated in A Handbook for Catholic Secondary School Principals (Diocese of Cleveland) states:

> ... The primary aim of education is to form individuals capable of attaining moral and intellectual perfection to the level of their personal competence. The secondary approximate aims are: the development of cultural, intelligent Catholic citizens, physically adequate, vocationally prepared, socially conscious, and oriented to the need for personal commitment in the search for peace, order, and unity in the world.

Consistent with this philosophy, the following goals and objectives for the secondary social sciences are developed:

... to assist the young people under our direction to become intelligent, effective, and articulate citizens of the American Democratic Society.

... to develop adult Catholics who will carry correct principles and right reasoning into the market places of the world.

... to inculcate respect for the dignity of each individual, for minority groups and for peoples of different cultures.

... to instill appreciation for the need of interdependence among peoples while respecting their desire for independence and for individual achievement.

. . . to promote respect for the common good rather than for selfish pursuits.

. . . to encourage the capacity to make choices based on truth, reason, and critical inquiry.

. . . to prompt intelligent self-direction based on self-knowledge and on concern for unselfish goals.

. . . to create a desire to utilize the capacity for intellectual pursuits.

. . . to instill the skills and techniques of learning.

. . . to arouse appreciation for our heritage of Western Culture.

. . . to develop total understanding of the modern world.

SUGGESTED TIME SEQUENCE

FIRST SEMESTER

Unit I	-	Historiography	2 weeks
Unit II	-	Recapitulation: the origin of man and the emergence of progressive cultures	3 weeks
Unit III	-	The Renaissance and the Middle Ages in Europe	4 weeks
Unit IV	-	The Age of Revolution in Europe and in the Americas	4 weeks
Unit V	-	Reactionism, Nationalism, and Liberalism	3 weeks
		Total	16 weeks

SECOND SEMESTER

Unit VI	-	The Middle East	3 weeks
Unit VII	-	Asia: China, Japan, Korea, India and Pakistan (topical approach)	7 weeks
Unit VIII	-	Africa (topical approach)	2 weeks
Unit IX	-	Great Power Rivalry	2 weeks
Unit X	-	The Growth and Problems of Peace	3 weeks
		Total	17 weeks

UNIT I HISTORIOGRAPHY

OUTLINE

I. Introduction

II. Related sciences

General science of man - Anthropology, Sociology, and Social Psychology
Special sciences of man - Economics, Political Science, Geography
Unwritten sources of history - Archaeology, Oral Tradition, Linguistics, Biology, and Art

III. Critical Thinking within the social sciences

Steps for critical thinking
Obstacles to be eliminated before critical thinking is successful

IV. Study skills and critical thinking with sample tests

Evaluating sources of information
Distinguishing between statements of fact and statements of opinion
Distinguishing between primary sources and secondary accounts
Discriminating between statements of fact and statements of motive
Exercises on acquiring information
Exercises on open-mindedness
Determining difficulty of proof
Drawing inferences
Recognizing biased statements
Recognizing statements which support generalizations

V. Study skills and techniques

Skills in reading techniques
Skills in outlining and summarizing
Interpreting pictures, charts, graphs, and tables
Understanding maps and their uses
Understanding of time and chronology in history
Preparing for and taking examinations

OVERVIEW

This unit on the procedures for critical thinking cannot be overestimated in importance as we appraoch the historical and cultural understandings of man in this Global-Centric History and Culture course.

With so many conflicting ideologies, movements, impressions, and "isms" competing for dominance over people's minds, education fails in one of its primary duties if the graduate is unprepared to weigh evidence, delay judgments, dismiss decoys, analyze problems, and reach conclusions. Very few modern problems cannot trace their origins or find analogous ones in the past. There is no better place to study this material than within the secluded confines of the classroom.

Students must first of all be made aware of the problems that did and do exist. Without this frame of mind, critical thinking is impossible. No problems can be solved unless a problem exists -- in the mind of the observer.

The next step involves gathering the relevant information requisite to a solution. Where and how does one find information? How can one judge what is important and what is unimportant? How can one distinguish fact from fiction, objective from subjective and relative truth?

How does one use the information once it is garnered? One must establish a hypothesis and test its validity against the existing evidence. Does it apply in all, most, few or no cases?

Once a working principle has been established, it must be compared with other similar conclusions. What is the general concensus? Where has this or that person made a flaw in his or her reasoning? How reliable is this person on other matters? What criteria does one use in accepting information on faith or authority? How often does the ideal differ from the actual? What is the difference between induction and deduction?

These are questions which should be brought to the student's attention at the very outset as the student's unit on historiography is taken at this time. Additional information can be gathered from logic texts, books on historical methodology, and various paperback publications of the National Council for the Social Studies.

UNDERSTANDINGS

1. To develop global thinking
2. To see a continuity in history
3. To recognize the interdependence of all nations
4. To understand and appreciate Western Civilization
5. To understand and appreciate other cultures
6. To develop critical thinking
7. To appreciate value concepts of various races
8. To understand religious and political organization within societies
9. To appreciate creative arts of various cultures
10. To understand geographical, sociological and anthropological organization and interaction of peoples
11. To view economic systems of the world
12. To understand the development of technology within societies today

ATTITUDES

1. To develop a global-centric appreciation of the world through understanding the social science disciplines
2. To realize why people in different parts of the world live as they do and have differing beliefs and customs
3. To realize that there are similarities in spite of different customs
4. To realize that climate, land forms, and communication have their effects upon people's lives

5. To appreciate the variance in economic status dependent upon natural resources as well as standard of living
6. To develop ethical standards of behavior through honest criticism and understandings
7. To appreciate differences of culture as well as racial backgrounds
8. To develop an understanding of historical happenings in their chronological sequence
9. To realize that the Social Sciences are built upon a series of sciences which have factual material for their basis of existence
10. To appreciate the fact that natural resources plus intellectual knowledge have caused some countries to develop faster than others
11. To see the divine purpose in history through the development of religious beliefs by man
12. To realize that art and literature are one way to judge the culture of a certain civilization
13. To realize that great civilizations rose or fell because of some shortcomings within the framework of that society

CONCEPTS

anthropology
archaeology
band wagon
biased statement
chronology
cliche
critical thinking
deductive thinking
economics
generalization
geography
hypothesis
inductive thinking

inference
linguistics
open-mindedness
oral tradition
"plain folks" expression
political science
primary source
propaganda
secondary account
social psychology
sociology
statement of fact
statement of motive

KEY TO THE TEN EXERCISES IN THE STUDENT ORIENTATION UNIT

A. 1-3, 2-2, 3-1, 4-3, 5-2, 6-1, 7-2, 8-1, 9-3

B. 1-0, 2-F, 3-O, 4-O, 5-O, 6-F, 7-F, 8-O, 9-F, 10-O

C. 1-Sec, 2-Sec, 3-S, 4-S, 5-Sec, 6-S, 7-S, 8-Sec, 9-Sec, 10-Sec

D. 1-1, 2-4, 3-1

E. Part1: 1-B, 2-H, 3-F, 4-A, 5-G, 6-F, 7-I, 8-C, 9-D, 10-G, 11-F, 12-E, 13-B, 14-E, 15-G

Part 2: 16-3, 17-5, 18-2, 19-2, 20-4, 21-1, 22-5, 23-1, 24-5, 25-2

F. This is the only set of questions where it might seem that trick questions were used. It appears that only pupils who have what may be termed a "closed mind" would give an unqualified 'yes' or 'no' answer regarding social relationships. None of the unqualified 'yes' or 'no' answers is correct. Any of the most, many, or some answers can be correct depending upon analysis by the one answering.

G. 1-5, 2-5, 3-5, 4-2, 5-4

H. 1-T, 2-N, 3-F, 4-T, 5-N, 6-N, 7-F, 8-F, 9-T, 10-N

I. 1-E, 2-E, 3-E, 4-T, 5-T, 6-T, 7-T, 8-T, 9-E, 10-T

J. Part 1: 1-Y, 2-Y, 3-N, 4-N, 5-Y, 6-Y, 7-N, 8-Y

Part 2: 9-Y, 10-N, 11-Y, 12-Y

Part 3: 13-N, 14 N, 15-N, 16-Y

UNIT II RECAPITULATION

OUTLINE

ORIGINS OF MAN

- four areas of study: man's living habits, geological transformations, archaeological and paleontological discoveries
- habits of early man compared to present habits
- food, clothing, tools, animals, environment and habitat
- geological transformations of earth
- understanding of time concept to clarify various epochs in history
- understanding of Old Stone Age, New Stone Age, Age of Metals, Air Age, Atomic Age

EMERGENCE OF PROGRESSIVE CULTURES

- early civilizations: Egypt, Fertile Crescent, Eastern Mediterranean, the Orient, and Europe
- contributions of Egypt: civil liberties, trade, culture (Pyramids, Book of the Dead), writing (hieroglyphics - Rosetta Stone), calendar, and medicine
- Fertile Crescent dominated by: Sumerians, Babylonians, Assyrians, Chaldeans, and Persians
- Eastern Mediterranean dominated by: Hittites, Lydians, Arameans, Phoenicians, Hebrews, and Cretans
- East Asian civilizations: China and India
- European civilizations: Greece and Rome
- contributions of Greek civilization: intellectual and physical development, art, sculpture, science, drama, philosophy, history, literature, poetry, and democracy
- contributions of Roman civilization: development of a republic form of government, formation of law, foundation of romance languages, builders of bridges, theaters, develop~~ment of~~ literature
- the Byzantine Empire in existence in the East until the 15th century A.D.
- contributions: Constantinople as center of trade, architecture, Justinian's Code, good schools, Greek literature and philosophy preserved, art, transmission of civilization and Christianity

OVERVIEW

ORIGINS OF MAN

In considering the origins of man, four essential divisions can cover the material - living habits, geological transformations, archaeological and paleontological discoveries, and time lines. They need not necessarily be presented in that order.

A quick way to capture the interests of the students in things historical is to delineate the living habits of a primitive people by contrasting their habits with our own. The students have already been exposed to a good story-form account of the same material, thus the need for a more sophisticated approach. Some of the essential ideas would include clothing, tools, animals, environment, and habitat.

A proper appreciation of the earth's history per se must include some notions concerning the geological transformations that have transpired. Some of these are lower water level (exploration), glaciers, and climatic changes affecting living habits.

Connected with the objective changes in the earth's history is a knowledge of man's means for acquiring knowledge of what happened millennia ago - the sciences of archaeology and paleontology in particular. The students would be very interested in knowing the methods and means used by investigators, what they hope to find, how much success they enjoy, and how much validity is attached to their findings.

The concept of time finds a good setting in distinguishing between the various epochs which have characterized the evolution of the earth's history. The conventional divisions of Old Stone Age, New Age, Age of Metals, the Air Age, and the Atomic Age, with a brief characterization of each should suffice to convey one idea of how time may divide history. Within this broad context of time, a brief consideration of the various types of primitive man found around the world would be apropos - the Java, Peking, Neanderthal, and Cro-Magnon men.

EMERGENCE OF PROGRESSIVE CULTURES

In the category of emergent progressive cultures are those early civilizations found in Egypt, the Fertile Crescent, the Eastern Mediterranean, the Orient, and in Europe. While these have been considered before, at least mention should be made of the contributions made by each. Thus, while enumeration of most of their contributions as listed below may look too exhaustive for a short treatment, it should be remembered that many contributions may only be mentioned to suffice for coverage of material.

Egypt should include the following ideas: the geographical factors which made it a favorable location (Nile, Mediterranean), climate; its government (Pharoah, succeeding dynasties) and its relation to the people (civil liberties), the transition to an empire, its final conquest by Persia; trade, culture, land, religion (pyramids, Book of the Dead, polytheism, monotheism); writing (hieroglyphics, Rosetta Stone); calendar and medicine (embalming, drugs, operations).

In considering the Fertile Crescent, note should be made of why and how the area came to be dominated by different peoples. The treatment should proceed as follows: the significance of the term itself; Sumerians (city-state, Ur, Sumer, cuneiform, trade, arch, 60 seconds, 60 minutes, 360 degree circle, polytheism); Babylonians (Code of Hammurabi); Assyrians (fierce fighters, great builders, empire divided into provinces ruled by governors, good roads, library at Nineveh); Chaldeans (Hanging Gardens, astronomy, great trading and commercial empire); Persians (Cyrus, large empire organized by Darius, satraps, Zoroaster, Zend-Avesta).

Some ancient peoples who inhabited the Eastern Mediterranean areas deserve mention. These are Hittites (iron weapons and tools); Lydians (money, trade);

Arameans (alphabet - adopted by the new Babylonian Empire); Phoenicians (great traders, purple dye, alphabet adopted by Greeks); Hebrews (religion, monotheism, Bible, Ten Commandments); Crete (trade, link between Egypt and Greece). Note how many of these early peoples were active in trade.

Consideration of the east Asian civilizations - to be considered in greater detail during the next semester - should nevertheless contain some fundamental ideas integral to a proper appreciation of the ancient world. They are China (geography, Yellow and Yangtze Rivers, facility for cultural absorption, old picture writing, dynasties, literature, philosophy, printing, paper, science and invention, Confucius, silk route); India (invasions by the Aryans, Moguls, Moslems, and Alexander the Great; geography - Indus and Ganges Rivers; religion - Hinduism, Buddhism; caste system; science - mathematics, algebra, chemistry; transmission of culture to Europe via Arabs and to China and Southeast Asia).

The ancient civilizations of Greece and Rome, rich in themselves, can only be treated summarily, with special emphasis placed on their lasting contributions to civilization. The important elements are as follows:

Greece (formed from Cretan and Indo-European peoples; fought with Persians - Marathon, Salamis, Thermopylae - and Trojans; formed city-states; colonized Italy, France, Egypt; stressed balance of intellectual achievement and physical development -- Olympic Games; direct democracy - Athens - and Spartan oligarchy; art and sculpture express balance and harmony -- Parthenon; science - Pythagoras, Democritus, Hippocrates; drama - Aeschylus, Sophocles, Euripides, Aristophanes; philosophy - Socrates, Plato, Aristotle (inspiration to St. Thomas Aquinas); historians - Herodotus, Thucydides; literature - Iliad and Odyssey, lyric poetry - Sappho, Pindar; Hellenistic culture - Alexander the Great, Alexandria; slavery).

Rome (origins of Indo-European tribes, Etruscans, Greeks, Gauls, and Carthaginians -- Punic Wars, Hannibal; Republic - 500 years, senate, assembly, patricians, plebeians, tribunes, consuls, Twelve Tables; period of conquest; elements of Roman rule - citizenship, local rule, roads, garrisons, taxes; two triumvirates, Caesar, party and personal strife, Gracchi Brothers, Octavian - Augustus, Golden Age, Empire (550 years); fall of empire - too large, mercenaries, people unemployed, slavery, invasions, cultural and population decline; contributions - law, Justinian Code, jus gentium; peace fostered spread of ideas, language and culture; romance languages; builders - bridges, aqueducts, theaters, public baths, basilicas, amphitheaters; literature - Vergil, Plutarch, Horace, Tacitus -- Germania).

Explain: Byzantine Empire (Istanbul for Constantinople); Constantine; 476 - last Roman emperor at Rome; invasions weakened West while East relatively safe; chaos of succession and military suppression in the West; 410 - Rome plundered by Visigoths under Alaric; Attila defeated at Chalons in 451 (significance); Justinian won back parts of the West; East beset by Slavs, Persians, and Moslems; metropolitans and patriarchs, schism in 1054, emperors dominated Church - called Councils; monasteries in East and West; contributions of East -- Constantinople - large city, strategically located, center of trade and business; beautiful architecture and lavish ceremonies; all-powerful emperor; Roman law (Justinian Code); efficient armed forces; good schools; Greek literature and philosophy preserved; art linked with religion (motif through Middle Ages); transmitted civilization and spread Christianity to the heathen; collapsed in 1453.

UNDERSTANDINGS

1. Primitive man, inhabiting the same earth, led an existence quite different from our own.
2. Progress is made by steps, not by leaps and bounds.
3. Man's thoughts, occupations, and culture are sometimes considerably affected by his physical environment.
4. Many sciences (approaches) were used to acquire knowledge of prehistoric man.
5. Terms used to describe or identify objects or periods are often arbitrary inventions of man.
6. Time is man's tool for systematizing his knowledge of past, present, and future events.
7. The early civilizations developed characteristics peculiar to each one.
8. Many of the early civilizations owed much of their greatness to the work of others.

ATTITUDES

1. One's contribution to life, while comparatively small in itself, may be an essential link to greater things which may follow.
2. The best knowledge results from the use of many sources and viewpoints.
3. A realization of the sciences used in investigating history develops an appreciation for historical truth.
4. Different civilizations establish divergent standards which may be of comparable value.
5. Excellence may take many forms.
6. One may always contribute originality toward the improvement of established forms.
7. The relatively isolated development of the early civilizations gives evidence of the basically social nature of man.

CONCEPTS

- age of metals
- age of space
- air age
- atomic age
- city-states
- control of the Mediterranean
- development of social classes
- development of writing
- empire
- epoch
- fall of Western Roman Empire
- importance of trade
- invasions of West
- millennia
- monastic preservation of culture
- monotheism
- New Stone Age
- Old Stone Age
- polytheism
- river valley civilizations

UNIT III THE MIDDLE AGES AND THE RENAISSANCE

OUTLINE

THE DARK AGES IN WESTERN EUROPE

- Non-Roman invasion of Western Europe
- Confusion and lack of organization in government
- Stagnant culture preserved

THE BYZANTINE EMPIRE

- Preservation of culture of Western civilization
- Strategic location at "crossroads of Europe"
- Totalitarian government
- Prosperous trade and industry
- Synthetic culture; great imitators

THE ARAB CIVILIZATION

- Mohammed and Islamism
- Causes for growth of Moslem Empire
- Arabian culture and civilization
- Influence of Moslem culture on Western Europe

THE FRANKISH EMPIRE

- Merovingian and Carolingian dynasties
- Charlemagne's empire and culture
- Treaties of Verdun and Mersen

FEUDALISM

- Origins and development
- Feudal relationships; feudal government
- Feudal life; manorial system
- Benefits and decline of feudalism

CRUSADES

- Causes of the Crusades
- Launching of the Crusades by Pope Urban II
- Results of the Crusades

REVIVAL OF TOWN LIFE, INDUSTRY, AND TRADE

- Growth, location, and characteristics of towns
- Development of merchant and craft guilds
- Markets, trade leagues, and development of modern banking
- Development of middle class society
- Encouragement of trade through invention of navigational devices

RENAISSANCE

- Humanistic scholars with revived classical interests
- Italian movement: Petrarch, Dante
- Northern movement: Erasmus, Thomas More
- Financial patronage of wealthy merchants
- Growth of universities and the liberal arts
- New freedom in literature: Chaucer, Shakespeare, DeVega, Boccaccio
- New political theories: Machiavelli, Thomas More
- Natural, free approach to art: Michelangelo, Durer, El Greco
- Revival of classic lines in architecture: Bramante, Bernini
- Scientific renaissance: scientific method
- Scientific developments: astronomy, medicine, chemistry, physics

OVERVIEW

The Middle Ages is a hinge period in history, spanning one thousand years of activity (476 A.D. to 1492 A.D.). The Medieval Era provides the many events and developments that create thetransition from ancient history to modern times.

The Early Middle Ages are often referred to as the "Dark Ages" because of the confusion and unorganized government that followed the barbarian invasions. Perhaps a more correct term would be the "Grey Ages" for culture was preserved and fostered by the Medieval Church, the Byzantine Empire, and the Moslem Empire.

The barbarian invaders infiltrated Western and Southern Europe. Because their civilization was less advanced than that of the Greeks or Romans a lull in cultural growth took place. By the eighth century, however, the non-Roman groups had absorbed enough culture to produce a man of the stature of Charlemagne. He provided a temporary cessation of hostilities and brought peace to Western Europe through expansion of his empire to the Elbe River. Because of the peace which ensued in Western Europe, culture advanced and education was fostered for both the privileged and the less-privileged. Charlemagne's death again plunged Western Europe into chaos, as no strong leader emerged who could keep the vast empire intact.

Need for protection led to the institution of the feudal system. Feudalism was a political, economic, social, and military system which resulted from the barbarian invasions and the Islamic blockade of trade from the East. As a result, a special relationship between lords and vassals was established. Other characteristics of feudalism include subinfeudation, the position of the king, the manorial system (use of the lord's winepress and ovens), inheritances and means of parcelling out land (weddings), homage, fiefs, peasants (obligations to the lords), communal working of land, recreation (jousts in tournaments), three classes of society, the status of women, and chivalry. Throughout this entire section, special efforts should be made to show how Christianity helped to fuse Roman and barbarian cultures.

While the Western Europeans were struggling to maintain peace and to preserve their civilization, the Eastern Roman Empire progressed in a period of comparative calm. Many historians claim that it was the Byzantine Empire which kept classical civilization alive.

The Byzantine Empire lasted for the entire period of the Middle Ages (395 A.D. to 1453 A.D.). The Eastern Roman Empire rule was totalitarian government headed by the emperor. The prosperous trade and industry provided great wealth as well as a means of contact with other parts of the world. The capitol city was Constantinople, advantageously located between Europe and Asia, thus becoming the "Crossroads of the World." Byzantine culture was not original but synthetic, for it imitated and preserved the cultures of other peoples with whom the Eastern European traded.

Simultaneous with the flowering of Byzantine culture, the Moslem faith and culture emerged in Arabia. By the eighth century the Moslem religion was practiced by three-fourths of the people surrounding the Mediterranean Sea. The only Mediterranean areas that did not succumb to the Mohammedan faith were the Western and Eastern Roman Empires. Until the Renaissance the Arabians were more advanced than the Western Europeans in most areas of culture.

The growth of Moslemism ultimately created a conflict between Christianity and Mohammedanism over the control of the Holy Land. These conflicts led to the Crusades. The Crusades are an integral part of the Middle Ages, more important for their consequences - trade, Eastern ideas to the West, and the breakdown of feudal society - than for their actual accomplishments. In themselves, they were attempts to drive the Mohammedans out of Jerusalem and Palestine, which venture ultimately failed. For these reasons we can refer to the Crusades as "successful failures." The results, however, were the reestablishment of commerce between East and West, better communications and more exchanges of ideas, and the initial impetus toward the eventual disintegration of the feudal system. This impetus was seen in the rise of towns, the foundation of merchant and craft guilds, and the revival of learning in universities and cathedral schools. No consideration of the period would be complete without comment on its contributions in art, architecture, the Romanesque and Gothic cathedrals.

Feudalism began to fade with the advent of the Crusades and the eventual revival of trade, industry, and town life. Creation of a middle class (bourgeoisie), development of merchant and craft guilds, formation of trade leagues, development of modern banking are some of the charcteristic developments of the later Middle Ages.

Abetted by money from the commercial revival and aided by the peace that followed the Crusades, Western Europe embarked on a period of cultural revival - the Renaissance. Great ancient classics were rediscovered and popularized. Feudal interest in preparation for the next world was replaced by an interest in freedom, inquiry, and everyday happenings in this life.

Beginning in Northern Italy in the 14th century, the Renaissance slowly spread through Western Europe by the 15th century, affecting literature, politics, art, and science.

Literature of the Renaissance began with the humanistic revival of the Latin and Greek classics. Use of the vernacular by Dante, Chaucer, and Shakespeare mirrored the great spirit of freedom pervading the era. Machiavelli and Thomas More presented political theories dealing with problems of government. Renaissance art maintained an interest in religious themes viewed from the everyday occurrences of life. Giotto, da Vinci, and Michelangelo are typical artists of the Italian Renaissance. The artistic Renaissance of Northern Europe was recorded by Durer, Holbein, Van Dyck, and Rembrandt. Architecture of the Renaissance featured a return to the simpler forms of the Greeks. Renaissance science emphasized direct observation of nature and experimentation. Revolutionary concepts and inventions were produced by Copernicus, da Vinci, Galileo, Kepler, Vesalius, Bacon, Harvey, Descartes, Boyle, Newton.

UNDERSTANDINGS

1. The barbarian invasions produced an amalgamation of peoples possessing new, vibrant characteristics.
2. This was not really a period of cultural darkness.
3. The Church preserved the culture of the ancient world while laboring to mold a new civilized society.
4. While Western Europe suffered from disunity, the Eastern Roman Empire remained unified and prosperous.

5. The Byzantine Empire preserved the seeds of classical civilization.

6. The rise of a strong Frankish state brought temporary peace to Western Europe.

7. Division and redivision of Charlemagne's empire returned disunity to Western Europe.

8. Society adjusted to its new situation by forming a system known as feudalism.

9. The Crusades were successful in that they brought about revival of trade, industry, and town life.

10. University centers of learning developed throughout Europe creating a thriving intellectual climate for academic development of the liberal arts.

11. The Renaissance caused men to broaden their horizons by creating a desire for a greater variety of life.

ATTITUDES

1. The breakdown of the Western Roman Empire prevented Europe from progressing socially, culturally, and economically.

2. The Church preserved the culture of Western Europe, making the reflowering of culture possible in the Renaissance.

3. The world is indebted to the Eastern Roman Empire for preserving the culture and mores of the classical world.

4. Mohammedan culture provided western culture with much new information which assisted in the success of the Renaissance.

5. The Church provided the only unifying force during the period of Feudalism.

6. The Crusades were "successful failures."

7. Capitalism had its beginnings in the revival of commerce which followed the Crusades.

8. Humanism is the foyer to the drawing room known as the Renaissance.

9. Radical social transformation may produce desirable consequences despite the initial unsavory appearances.

10. Man has enough resilience to adapt to almost any change in his environment.

11. Accepting truth only on the basis of faith or authority will produce intellectual stagnation.

12. Religious ideals have often inspired great art and architecture.

CONCEPTS

- bourgeoisie
- chivalry
- craft guild
- Crusades
- Dark Ages
- feudalism
- Hanseatic League
- Hegira
- humanism
- Inquisition
- interdict
- Islam
- knighthood
- Koran
- lay investiture
- liberal arts
- medieval
- merchant guild
- patriarch
- revival of commerce
- revival of learning
- rise of towns
- Romanesque and Gothic art
- Schoolmen
- secularism
- simony
- Treaty of Verdun
- university

UNIT IV AGE OF REVOLUTION

OUTLINE

THE ENGLISH REVOLUTION TOOK PLACE 100 YEARS BEFORE UPRISINGS BROKE OUT IN AMERICA AND FRANCE. ENGLAND STOOD AS AN EXAMPLE OF SUCCESSFUL POLITICAL REVOLUTION.

- The Stuarts met opposition in financial problems - taxes.
- A religious issue developed with Catholics, Anglicans, and Calvinists.
- The unification of England and Scotland was effected by James I.
- Charles I was involved in the Petition of Rights and experienced lack of cooperation from Parliament.
- English rule under Oliver Cromwell spanned 9 years, 1649-1658.
- The Puritan Revolution created civil war and ended the monarchy.
- The execution of Charles I abolished the theory of the "divine right of kings."
- Cromwell became a military dictator in 1649.
- The Stuarts were restored to power in the person of Charles II.
- Religious problems were renewed.
- The Tories and Whigs appeared as political parties.
- The Habeas Corpus Act protected human rights.
- The "Glorious" Revolution brought about the dethronement of James II.
- William and Mary became England's rulers.
- The Bill of Rights (1689) signalled parliamentary control of the kings.
- Constitutional monarchy meant that the king reigned, but Parliament ruled.

ENGLISH COLONIES DEVELOPED INDEPENDENTLY IN AMERICA AND REVOLTED.

- The colonists fought for self-government.
- They opposed restricted trade and forced taxation.
- Britain tightened her control of the American colonists.
- The mercantilist theory was imposed upon them.
- More trade acts were passed.
- The wars with France removed the danger temporarily.
- The Stamp Act sparked the colonists to fight for independence.
- A united government was developed in the colonies.
- The Articles of Confederation and the Constitution were drawn up by the colonists.
- The American Revolution affected world conditions.

THE INDUSTRIAL AND SCIENTIFIC REVOLUTION IS DEFINED AS A BASIC CHANGE IN THE METHODS OF PRODUCING GOODS AND USING POWER-DRIVEN MACHINERY.

- The domestic system originated in England.
- Speedier methods of production were expedited by the factory system.
- The results of the factory system were seen in the growth of the cotton textile industry, the development of steam engines, the development of iron and steel industries and products, and the growth of the capitalistic system of free enterprise.

- Production demanded improved transportation and communication.
- Locomotive and steamship were invented.
- The telegraph system was developed.
- Postal service was expanded.
- Agriculture was revolutionized through inventions.
- In England Viscount Charles Townshend developed "rotation of crops" idea,
- American inventions included Wood's iron plow, Whitney's cotton gin, and McCormick's reaper.
- Scientific revolution brought about improvements in many fields.
- Social changes emerged.
- The new social classes were the managerial class and the factory workers.
- The làissez-faire policy of Adam Smith attempted to improve the workers' conditions.
- Richard Ackwright, organizer, and Robert Owen, idealist, inaugurated reforms in England.
- Some of the laws passed during this period were the Factory Act of 1819 and the Ten-Hour Act of 1847.
- Unions developed for the protection of rights.
- Differing views concerning labor were termed conservative, liberal or progressive, radical.
- Socialistic leanings and influences were evident.

THE AGE OF REVOLUTION EXTENDED TO SOUTH AMERICA, WHICH AT THE TIME WAS UNDER EUROPEAN CONTROL.

- The Latin American Revolution was inspired by the American and French Revolts.
- Latin American protests included the resentment of rigid restriction imposed by Spanish mercantilism.
- The economic system provided wealth for the few, but poverty to the many.
- There was much opposition to the heavy Church and state taxes.
- While Spain and Portugal were involved in domestic problems, South America began a movement towards independence.
- The first revolt against the French occurred in Haiti in 1794.
- Hidalgo led the revolt against Spain in Mexico in 1810.
- Columbia and Venezuela were the first to attain self-government.
- Argentina, Chile, and Peru were led to freedom by San Martin.
- The Monroe Doctrine outlawed any future colonization in Latin America in 1823.
- Brazil's constitutional empire was declared free from Portuguese rule by Prince Pedro in 1821.

OVERVIEW

The founding of an English colony in Virginia in 1607 began a series of events which, in 1776, brought a declaration of independence and a war with England and the second of the great revolutions. After gaining their independence the Americans, in 1788, adopted a constitution which established a federal republic.

England had a bloody revolution in her civil war (1642-1646), but after this she learned to make changes peacefully. Her Glorious Revolution of 1688 was a moderate change in government. As modern governments grew, their constitutions usually made room for peaceful changes by providing for constitutional amendments. In this way government is a living thing, constantly adjusting itself to the changing needs of the times. England established the first representative parliamentary government.

The 18th century is known as the Age of Enlightenment. A new look at government led to the concept that men have certain natural rights - among them the right to have a voice in their own government.

Philosophers sought to persuade men to discard their old loyalties to absolute monarchies in favor of reason and the idea of equality of men. The old order of things, however, was not easy to change. Conflict between the existing order and plans for a new order was the background for revolution.

Three great revolutions - in England, America, and France - destroyed the old Regime. Revolution, as seen in these examples, may be peaceful or bloody.

The American Revolution differed from both the English and the French Revolutions in that it won both a social revolution and a revolt for independence. While it utilized force, it was, on the whole, more moderate than the French Revolution. The new American government never came under the control of the violent, radical elements.

France was the setting for the violent upheaval of the third great revolution. In some nations no method was found to make the change except the use of violence. This was the case in France during the many wars and excesses that attended the French Revolution. So often revolutions by force go to extremes. In France there was at first a rather moderate phase, but events became more radical and fanatical. Many injustices were suffered and, in the end, a military conqueror - Napoleon - emerged. This revolution, which was at first reasonable and necessary, later was marred by its excesses and turned people all over Europe away from reform.

Napoleon's dictatorial rule was a period of warfare. Within France some of the reforms of the Revolution were more solidly established. On the continent of Europe these reforms were spread by the victorious French armies.

While Europe was busy at home, Spain and Portugal were losing their American possessions. The struggle for freedom was long and bitter. These rebellions were alarming proof that a large part of the population wanted a better life. The people did not consider themselves as revolting against the king of Spain but as demanding their rights. The king's officials did not give them what they wanted, so revolution was on its way. The rebellions began as local movements with such men as Simon Bolivar and San Martin leading their people against Spain. When Spain and Portugal tried to regain their American colonies, the United States objected. President James Monroe proclaimed the Monroe Doctrine and Latin America remained independent.

The Industrial Revolution attracted much public notice; its powerful effect on people's lives changed their ways of living almost completely. It was a revolution in the way of producing the goods that people used. The old way was to make goods by hand; the new way was to make goods by machines. The new machines were driven by a different kind of power -- steam. Factories took the place of home workshops. Speedier transportation developed both on land and water. The building of machines required great amounts of iron, and coal to smelt it. Financing the expensive new machines and building factories provided opportunities to invest large sums of money (capital). Capitalists, who provided the money, grew in number and importance. Operating the new machines required a great number of people - the factory workers. The necessity to sell the great quantities of goods which were produced more rapidly and more cheaply stimulated trade and transportation. An ever-increasing supply of raw materials was needed by the machines, and factory workers had to have food, so great changes took place in agriculture. Workers moved near the factories, and this resulted in the rapid growth of cities. Working conditions were bad. Long hours and low pay were the rule. Child labor was common. Nothing was done by government because of a new economic philosophy - LAISSEZ FAIRE.

The importance of Latin America, similar to that of Africa and other awakening areas, lies in its potential contribution to world politics, economics, and law and order. For a continent so backward for so long to suddenly erupt as a serious competitor in the world's market of goods and ideas disturbs the smug hegemony of the major powers. Such emergence challenges all nations to reassess their national goals and values as well as to adopt appropriate measures to adjust to the exigencies of the times. These changes the student cannot afford to ignore.

To introduce the unit on Latin America, it would be wise to follow the curiosity pattern established by the Spanish people centuries ago. The reason for their interest in this continent should be a genuine springboard for student interest. Why did the Spanish evince almost exclusive interest in the area? Why did they not devote their energies toward colonizing North America instead? Can their ethnic origin help explain their approach? What motives spurred them on to greater effort despite severe hardships in this untamed land? Answers to these questions should draw attention to the Spanish mentality nurtured on the shores of the Mediterranean, the power struggle between Spain and Portugal in their search for new markets and sources of raw materials, the lure of gold, adventure, prestige, and missionary activity.

Once the reasons for involvement are understood, the land as such, the indigenous people, and the relationship between Spain and the new continent require attention.

To understand the land, it seems best to discover the continent through the eyes of the explorers and in the same order. By retracing their ideals, their hardships, strategy, and conquest, one not only acquires insight into the thinking of the explorers, but also, by following their reasoning, one views the rationale of the problem-solving method they used.

A special treatment should be given at this time to the advanced Indian civilizations uprooted by the white man's quest for riches and glory. One might discuss the wisdom of subduing these people and depriving them of future possible advances. Would they have been less backward and destitute today if their civilizations had been left intact? How can the white man justify his conquests?

Soon after the Spaniards controlled the land, a governmental machinery was set up linking the interests of the colonial territory to that of the mother country. Aside from the administrative details of the arrangement, the impact this had upon future political and social developments should be noted. The European mentality made an indelible impression on the new society. Strata of cultural and economic differences developed. Feudalism left its mark in the form of large landholding estates. The Indians and the Spanish merged cultural practices. Slavery was introduced as a way of life.

In the 16th century as European culture gained predominance in its new setting, the authority of the Spanish and high ecclesiastics soon came to be felt in matters of education and learning. A liberal education directly geared for the benefit of the upper classes became the emphasis in the universities and libraries. The only consideration given to needs of the lower classes came through the missions established by various religious groups. The Church was usually the only defender of the rights of the slaves and the downtrodden people.

By the end of the 18th century, a number of factors began to erode the continuing Spanish dominance. People felt suppressed under the regime of Spanish mismanagement and siphoning mercantilism. The people of Brazil were always allowed more freedom under Portugal's colonial policy. The political revolutions of France and the United States were dazzling.

Several forceful leaders spurred their countrymen on to repeated military exploits until final victory was secured.

All, however, was not rosy following independence. Too many subcultures had developed for the entire continent to unite. The people had been too closely supervised by colonial policy to devise lasting governmental and political structures. Control easily fell into the hands of a military general. Dictator replaced dictator. Business and welfare programs came under government control in the absence of a vigorous middle class.

Finally, consideration should be devoted to Latin America today. Does the Church exercise much influence over the people? If so, how much and what kind? What are the present day business and economic prospects? What type of family patterns do the people display? Has the people's attitude toward and appreciation of the arts and sciences changed much during recent times? What is the position of Latin America in the world context?

UNDERSTANDINGS

England

1. The growth of the power of Parliament established a limited monarchy in England.
2. Charles' I execution ended the theory of "divine right" in England.
3. The Bill of Rights insured Parliamentary control over the king.

America

1. Englishmen came into the wilderness of America to seek a better life, peace from political strife, and freedom to worship according to their conscience.
2. Although all colonists were opposed to England's treatment of them, only a third worked actively for independence.
3. A federal form of government was set up.
4. The American Revolution led to the founding of a republic - a government of elected officials without a king. The people themselves ruled through their elected representatives.

France

1. An understanding of the social, economic, religious, and political conditions of the Old Regime which caused the French Revolution.

2. The ideas of the Revolution - Liberty, Equality, and Fraternity - were well established.

3. The Napoleonic Era brought about a fundamental change in government and military strategy.

Industrial Revolution

1. Speedier methods of production revolutionized the world.

2. The revolution affected all of man's activities from transportation to communication.

3. Other inventions were discovered as a result of the Industrial Revolution.

4. Agriculture was revolutionized because of the new inventions.

5. Social changes were the natural result of crowded living conditions, etc.

6. Laws and economic understandings developed to cope with the needs of industrialization.

Latin America

1. Latin America was a fertile field for the revolutionary ideas of the 18th century.

2. American and French revolutions were certain to inspire imitation in Latin America.

3. Latin America is one of the best examples of racial and cultural fusion.

4. Latin America is posing new social and political challenges both to itself and to the rest of the world.

5. Latin America is a living example of the need for sound and stable government.

Monroe Doctrine

1. It produced effects in Europe and South America.

2. It emphasized the revolution aspect of the Industrial Revolution.

3. The economic life of the people was affected by the revolution.

4. Social and political maladjustments followed changes.

5. The Industrial Revolution was a vital event in the history of civilization.

ATTITUDES

1. A tremendous sacrifice on the part of individuals is required to achieve democracy.
2. A government dependent upon one man is not stable.
3. Chaotic conditions furnish the cause and opportunity for the rise of a dictator.
4. The American Revolution is not an isolated incident in history but one of the great revolutions of the 18th century.
5. The power of ideas - desire for freedom of religion and opportunity- brought the colonists to America. The importance they placed on a democratic form of living outweighed the bonds of loyalty, tradition, custom, and the ties of economic dependence on England.
6. The French Revolution pointed out
    - -- the inadequacy of a governmental system which does not provide justice and equality for all its citizens regardless of economic and social status.
    - -- the power of ideas [illegible] fermenting dissatisfaction with injustice.
7. The uneducated and inexperienced South American people were not qualified for democratic self-government. As a result, republican forms of government failed.
8. Persons, places, and dates are not the only determining factors in the history of a nation. The ideas that develop new inventions, discover new processes, and create art reduce "things" which alter the pattern of living.
9. Obstacles to cultural assimilation are brought about by ignorance of another culture.
10. Both the norms of natural law and sociology lay no serious objections to miscegenation.
11. People's attitudes and values toward life and social forces often retard progress.
12. Intangibles such as culture and ideas are just as transportable as people.
13. In practice, men often compromise their righteous ideals to capture the advantage of the moment.
14. A successful revolution requires as much a planned program toward achieving a desired goal as the desire to uproot a corrupt system.

CONCEPTS

"a bundle of compromises"
Articles of Confederation
Bill of Rights
Code Napoleon
constitutional monarchy
Continental System
cooperative movement
coup d'etat
Declaration of Independence
Estates General
evolution vs. revolution
federal government
Glorious Revolution
Habeas Corpus Act
Industrial Revolution
liberty, equality, fraternity
Mediterranean supremacy
mercantilism
Monroe Doctrine
Napoleonic era
National Assembly
"national rights of man"
Pre-Colombian civilization
Puritan Revolution
racial and cultural fusion
Reign of Terror
Rerum Novarum
slavery
Spanish imperialism
successful revolution
The Directory
"the king reigns; Parliament rules"

UNIT V REACTIONISM, NATIONALISM, AND LIBERALISM IN EUROPE

OUTLINE

REACTIONISM VERSUS NATIONALISM

- Congress of Vienna (1814-1815)
- "principles of legitimacy" - restored dynasties
- compensation
- violations of nationalism
- results of the Congress of Vienna
- Age of Metternich (1815-1848)
- reaction: results of the "Fire Brigade of Europe" -no rebellion against absolutism for thirty years.
- opposition to revolutions: censorship of speech, press, education
- spy system in government activities
- Quadruple Alliance for suppression of revolts
- decay of Metternich's system - 1830
- revolt of South American countries against European imperialism
- Greek revolt against Turkish rule - 1829
- result of July Revolution in France: a limited monarchy
- Belgian independence - 1830
- England's Reform Bill of 1832
- Second French Republic, 1848
- Concessions in German states
- Austria free from Metternich's control
- failure of Italian Revolution

RESULTS OF "YEARS OF REVOLUTION"

- Universal manhood suffrage in France
- Written constitutions for Sardinia and Prussia
- Overthrow of Metternich and collapse of Metternich's System
- End of feudalism in many Central European States

RISE OF GERMANY AND ITALY

- Prussian initiation of German unification during French Revolution
- reign of Napoleon I
- unification of South German States during Metternich era
- Bismarck
- obstacles to unification: Danish War, Austrian War, and Franco-Prussian War
- Government and problems of German National States, domestic, political, foreign (William II vs. Bismarck)
- status of the Catholic Church
- unification of Italy: opposed by foreign interests and the Pope

- differing opinions of a form for unified Italy: Mazzini - democratic republic; Cavour - constitutional monarchy under Sardinia; Gioberti - confederation under the Pope; Garibaldi
- events leading to unity
- Austro-Sardinian War, 1859
- revolt in Tuscany, Modena, Parma - 1860
- conquest by Garibaldi of Naples and Sicily - 1860
- Franco-Prussian War, 1899
- Italy a kingdom

LIBERALISM IN ENGLAND AND FRANCE

- democracy in England with franchise privileges
- the Chartist Movement
- Combination Acts legalizing formation of unions, 1824-1825
- Catholic Emancipation Act, 1858
- abolition of Negro slavery, 1833
- Jewish Emancipation Act, 1858
- abolition of property qualifications for members of Parliament, 1858
- secret Australian ballot, 1872
- equal electoral districts, 1885
- Reform Bill of 1867: lower property qualifications for voting
- Reform Bill of 1884: franchise to farm workers
- France again a democracy
- July Revolution: Charles X suppressed, 1830
- February Revolution: Louis Philippe overcome, 1848
- Second French Republic (1848-1852) and Empire (1852-1871)
- liberal constitution
- universal manhood suffrage
- freedom of speech and assembly
- responsible minority in Parliament

OVERVIEW

To restore peace and order in Europe the Congress of Vienna was called. The talents of the leading statesmen of Europe were displayed. Although the peacemakers at Vienna were reactionary and anti-democratic, they were unable to destroy the lasting effects of the French Revolution. The Treaty of Vienna was weak because it ignored self-determination, racial differences, and personal freedom. The terms of the treaty were constantly violated. This resulted in diplomatic intrigue.

Although France was the defeated aggressor in 1814, she was punished far less severely that she might have been due to the brilliant display of diplomacy by Talleyrand.

UNIFICATION OF GERMANY

Germany was slow to achieve national unity. The German people had a common language, culture, and historical tradition but the vast majority felt loyalty to their states rather than to the "German nation." It was Napoleon Bonaparte who aroused their spirit of nationalism. He weakened the Old Order by introducing the reforms of the French Revolution. The Congress of Vienna created a new German confederation which was independent but dominated by reactionary Austria. During the Revolution of 1848 German nationalism seemed on the verge of triumph. Its failure was a severe blow to the liberals in Germany. Leadership for unity passed to the conservative Prussian upper classes. They were led by Bismarck and succeeded finally in uniting Germany but under a strong monarchy in which liberal practices had little part. By waging three short wars in six years, Bismarck succeeded in unifying Germany.

ITALY

Despite minor local differences, the Italian people spoke one language and had similar customs. They were almost all Catholics. Italy was a political pawn for the major powers of Europe. The French and Spanish Bourbons, the Hapsburgs, the Bonapartes, the House of Savoy, all sought to take a delectable piece of the Italian peninsula so as to further their own selfish national whims. The Italian people did not have a sense of unity until the arrival of Napoleon Bonaparte and the reforms of the French Revolution. The Congress of Vienna treated Italy as a mere "geographical expression" and tried to destroy all liberal and nationalist ideas. This aroused fierce hatred of Austrian rule and strengthened the Italian desire for independence. Three times - in 1820, 1830, and 1848 - Italy revolted only to be crushed. It succeeded completely, however, the fourth time. Three great patriots played leading roles in Italy's "resurrection" - Mazzini, Cavour, and Garibaldi.

GREAT BRITAIN

Great Britain slowly and peacefully developed a constitutional monarchy and the cabinet system from which the modern theory of representative government evolved. England took many centuries to develop the machinery of parliamentary government. She took still another century to change from aristocracy of large landowners to a democracy based on universal suffrage. Today she is one of the most democratic governments in the world.

FRANCE

France was in a state of turmoil and suffered frequent governmental setbacks. She had three major revolutions in little more that a half century (1789-1848). The Great Revolution and the Revolution of 1848 were marked by fierce and violent struggles for power. These aroused bitter hatred and provincial attitudes, the effects of which can be observed in French politics to the present time. Crises launched the Third Republic and its fortunes have been anything but smooth. France is still attempting to secure a government by the people.

UNDERSTANDINGS

1. After Napoleon's defeat the European statesmen had to readjust boundaries, restore rulers, and keep Europe in peace.
2. Men's liberties expanded as successful revolutions toppled kings. Nationalism caused men to shed alien rule in order to form new nations.
3. Legitimacy, balance of power, and compensation were the backbone of the Metternich System. This campaign to stamp out liberalism succeeded for a time.
4. The great force of nationalism played a major role in Germany. In the late 19th century the German States finally united into a powerful empire.
5. Italian patriots were agreed upon a united Italy, but not on how to gain that unity.
6. The government of Great Britain, already representative, became a limited monarchy.
7. During the reign of Victoria, England greatly strengthened her position as a nation.

8. The French parliamentary system was unstable because of a large number of political parties, each of which expressed a different viewpoint. France's great empire came to an inglorious end as a result of military defeats.

ATTITUDES

1. The conflicting ideologies of the reactionaries led by Metternich and the more liberal French led by Talleyrand needed reconciliation.

2. The principles of legitimacy, balance of power, and compensation were accepted by the Congress of Vienna. They ignored the democractic concepts of self-determination, racial differences, and personal freedom.

3. The peace following the Congress of Vienna resulted in a balance of power rather than a fulfillment of the terms adopted by the great powers.

4. The unification of Italy was achieved through a liberal nationalistic spirit, skillful diplomacy, and wars. The unification of Germany depended upon militarism, a conservative central government, and a broad social welfare program.

5. In England political democracy was evolving as well as reforms to improve the conditions of the lower classes.

6. The growing development of the commercial and industrial supremacy of England was aided by her domestic reforms, naval strength, and foreign expansion.

7. There are many underlying factors which build one power and destroy another.

CONCEPTS

balance of power
"blood and iron"
Chartists
compensation
conservatism
constitutional monarchy
Kulturkampf
legitimacy
liberalism

Metternich System
monarchists
Old Order
proletariate
radicalism
reactionism
"rotten boroughs"
socialism

UNIT VI THE MIDDLE EAST

OUTLINE

GEOGRAPHIC AREA AND BASIC RESOURCES OF THE MIDDLE EAST

- large desert area
- 90 to 95% of land unusable
- seas include Black, Caspian, Dead and Red, the Persian Gulf and the Mediterranean
- rivers include Tigris, Euphrates, Nile, Indus, Ganges, and Brahmaputra
- Fertile Crescent: horseshoe-shaped land extending from Baghdad to Beirut via Turkey
- 25% of world's oil supply
- fruits (3/4 of world's dates), cotton, and tobacco

VARIETY OF PEOPLE IN MIDDLE EAST

- many ethnic groups, language classifications: Arabic, Turkish, Persian, Hebrew, Urdu (Persian), and Bengali (Pakistani)
- social groups: peasants, sharecroppers, Bedouins, urban workers, intelligensia, plutocracy and refugees
- major cities for population growth: Lebanon, Syria, Egypt, Israel, Iraq, and Iran

CHARACTERISTICS OF THE ARABS

- leisure: "hurry is of the devil" and "God is with the patient"
- individualism, imagery in thought and speech (Bible and Koran), poetry of Khalil Gibran (Lebanese author of The Prophet)
- hospitality, love of feasts and festivals, love of beauty, pride and sensitivity

ANCIENT HISTORY OF THE MIDDLE EAST

- longest span of recorded history in the world
- major empires: Egyptian, Tigris and Euphrates, Persian, Hellenistic, Roman, Byzantine, Christian Crusades, Islamic supremacy, and Ottoman (Turkish)

CONTRIBUTIONS TO WORLD CULTURE

- fire, wheel, domestication of animals, pottery, bronze, iron, picture writing (hieroglyphics), construction of ships (Phoenicians)
- four major world religions: Judaism, Zoroastrianism, Christianity, Islamism
- preservation of Greek culture ; added to and passed on to Europe

- mathematics and astronomy; medicine and chemistry during Middle Ages
- centers of learning, e.g., Al-Azhar in Egypt (a thousand-year record of training scholars)
- literature: tales of the Arabian Nights, the work of Iqbal (Shakespeare of the Moslem World), Omar Khayyam

IMPORTANCE OF ISLAM IN THE MIDDLE EAST

- outgrowth of Judaism and Christianity
- stress on reverence to parents, kindness, gentle care of animals
- abstinence from gambling, drinking, and eating pork
- simple beliefs: one God, prayer five times daily, offerings to the poor, one pilgrimage to Mecca in lifetime, fasting during month of Ramadan, Koran - inspired book

EDUCATION AND HEALTH

- early times: Koranic schools; today: mission and foreign schools
- illiteracy high, public education new
- outstanding universities in the past
- English and French: dominant foreign languages
- care of large percentage of ill in rural areas

POLITICAL PROBLEMS IN MIDDLE EAST

- Pan-Arabism versus local nationalism
- conflict between Arabs and Israel
- Arab League members: Saudi Arabia, Jordan, Syria, Lebanon, Iraq, Egypt, Yemen, Morocco, and Tunisia (conflicts within as to policies and leadership)
- nations interested in Middle East: England, France, United States, and Russia

SIGNIFICANT DEVELOPMENTS IN MIDDLE EAST TODAY

- land reform, struggle for leadership within nations, rising militaristic power
- urbanization in growth of cities: Ankara, Baghdad, Beirut, Cairo, Damascus, Istanbul, Karachi, Teheran, and Tel Aviv
- economic planning and increased industrialization
- less control of oil by foreign nations

OBSTACLES TO PAN-ARABISM; FACTORS FOR UNITY

- geographic diversity, racial and ethnic heterogeneity
- socio-economic peculiarities, tribal isolationism and individualism
- common religion for majority (Islam)
- common language (Arabic)
- nationalism for region and Arab League for unity

OVERVIEW

THE MIDDLE EAST

GEOGRAPHY: To a great extent, geography has determined the history of the Middle East. A large part of the land is desert and unfertile; therefore, many of the people are herders and live nomadic lives. The largest deserts are the Sahara and the Arabian. The seas of this area (Black, Caspian, Dead, Red, Persian Gulf, and Mediterranean) are profuse with historical background. Several of the great river civilizations are found here: 1. the Tigris (1100 miles long), 2. the Euphrates (1700 miles long), and 3. the Nile. The famous Fertile Crescent is a horseshoe-shaped territory extending from Baghdad to Beirut via Turkey. The countries included in the Middle East today are Afghanistan, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Pakistan, Sudan, Syria, and Turkey. This list may vary slightly depending upon the emphasis or approach to be taken to the Near East.

HISTORY: The Middle East has the longest recorded span of written history of any area in the world with the following empires determining her history through the ages: 1) the Egyptian civilization of the Nile, 2) the Tigris-Euphrates civilizations, 3) the Persian Empire which reached its height under Cyrus the Great around 550 B. C., 4) Hellenistic or Greek Empire under Alexander the Great between 334-331 B. C., and 5) the Roman Empire divided into East and West in the fourth century A. D. The eastern part of the Roman Empire lasted until the 15th century. The Crusades were carried on to return the Holy Land to the Christian Church, and occurred between 1096 and 1270 A. D. Islam, the religion founded by Mohammed, reached its height in the early eighth century extending as far as France in the west and China in the east. The empire longest under Islam rule was that of the Ottoman Turks which lasted from 1290 to 1918.

RESOURCES: Oil is the greatest resource of the area; production supplies about 1/4 of the world's need. Coal and iron are limited. The Dead Sea area is rich in phosphates and other minerals. Three-fourths of the world's supply of dates as well as many other fruits come from this area. Egypt, the Sudan, and Iraq produce much cotton. Tobacco is grown in Syria, Lebanon, and Turkey.

THE PEOPLE AND THEIR WAYS OF LIVING

VARIETY OF PEOPLE: This area comprises approximately 250 million people of various ethnic backgrounds. They can be classified by language which include: Arabic, Turkish, Persian, Hebrew, Urdu (Persian), and Bengali. Of the many minority groups are included: 1) the Kurds of Turkey, Iraq, Iran, and Syria; 2) Arabs in Israel, 3) various Iranian tribes; and 4) the Pathans of Afghanistan and West Pakistanians. Population growth is considered high for the Middle East. Social groups consist of peasants, sharecroppers, Bedouins, city workers, intelligentsia, the wealthy, and the refugees. It can be said that various ages of history live side by side in the Middle East today.

CHARACTERISTICS: There are some characteristics which predominate in the peoples of this area although they might be different in other respects. Individualism, in which people matter more than institutions, sees its outgrowth in political leaders reaching high popularity.

SIMILARITIES: There are several areas of similarity among nations of the Middle East today which tend to bind them together. For the most part Islam dominates the area although Christianity has a prominent place in Lebanon and Judaism in Israel. A common language with many dialects is the Arabic. Anti-western feeling has been the result of colonialism. There has been a strong development of nationalism which seems to be expressed through the Arab League.

PAN-ARABISM: The similarities of the nations of this area have been mentioned; some of the obstacles, however, should also be known. Geographical diversification of some areas places emphasis on different problems. There is racial and ethnic heterogeneity from country to country which is brought out through nationalism, tribal isolationism, and individualism. Socio-economic needs are different.

CULTURE OF THE MIDDLE EAST

CONTRIBUTIONS TO WORLD CULTURE: There have been innumerable contributions to the progress of man emanating from the cradle of western civilization. Among early ones are the discovery of fire, the wheel, domestication of animals, making of pottery, the development of writing through hieroglyphics and the discovery of making bronze and iron. The vast deserts and mountainous areas of the Middle East have fostered great philosophers and thinkers who developed major religions of the world including Judaism, Christianity and Islam. The Moslems are given much credit for preserving the culture of the Greeks and passing this Greek heritage on to the Europeans. Great contributions were made in the area of mathematics, astronomy, medicine (6000 medical students in Baghdad in the 11th century), science, music, and literature. Centers of learning have a long history such as that of the Al-Azhar in Egypt with a thousand-year record of training scholars. Iqbal and Omar Khayyam are two of the great names in Moslem literature.

INSTITUTIONS OF THE MIDDLE EAST

FAMILY LIFE: Family life is of greatest importance in the Middle East with a patriarchal form dominating. The father heads the family and passes his rule on to the eldest son. The occupation of most of the people, agriculture, has worked toward keeping them united as a family. The rights of women are just beginning to develop fully as can be seen from suffrage, various types of work, and participation in government.

ECONOMY: There are many developments along this line such as the movement towards land reform in countries like Egypt, Jordan, and Iran. Absentee landlords are being replaced by people who are now permitted to buy small tracts of land. There is a struggle for leadership occurring within nations resulting in military power plays such as seen in Pakistan and Syria. Urbanization is taking great strides in cities like Ankara, Beirut, Cairo, Damascus, Istanbul, Teheran, and Tel Aviv. Economic planning includes industrialization, irrigation (Egypt's Aswan Dam Project), scientific agriculture, transportation, communication, health, and education. Lessened control of foreign oil companies is making it possible for profits to be reinvested in the home countries of Africa.

POLITICAL AND GOVERNMENTAL CHANGES: The struggle between Arab nationalism and local nationalism continues as does that of the Arabs versus Israeli. Struggle between conservative and radical forces as well as between pro-Russian and pro-Western forces grow daily. Cento (Pakistan, Iran, Turkey, and England with strong United States support) exists as protection against communism. Nations outside the Middle East most interested in this area are The United States, Russia, France, and England.

RELIGION: The role of religion is a very important one in this area of the world both historically and contemporarily. Jerusalem is a sacred city to the Israelities, the Christians and the Moslems since each has holy places there. The religion of Israel which gave the Old Testament, the Ten Commandments, and monotheism to the Christian world considers this sacred city part of its heritage. Moslems consider Jerusalem sacred as well as the cities of Mecca and Medina. Their founder, Mohammed, borrowed from both the Jewish and Christian writings for his holy book, The Koran. Christians consider Jerusalem important since so many major events in the life of Christ took place there. Palestine is the scene of the birth of Christ and is the place where the historic Dead Sea Scrolls were recently discovered. The location of famous biblical cities (Byblos, Tyre, Sidon) are found just north of Palestine in the country of Phoenicia or Lebanon of today. Palestine was the home of the prophets of the Old Testament and the apostles of the New Testament; here the greatest book ever written was composed - the Bible.

EDUCATION: In early times the Jewish Temple and then the Koranic school were centers of learning for the young. Later mission and foreign schools developed. Illiteracy is high in many countries but efforts are being made to erase this situation. The Middle East had outstanding universities in the past and in recent years government universities have begun to develop. Some examples of centers of learning are the University of Cairo and the University of Beyrouth. Because of colonial interest, English and French developed widely in this area.

ART, MUSIC, AND LITERATURE: Skilled Persian metal workers have created outstanding decorative art. Egyptian paintings appeared in many of their temples but their best work was done in architecture (pyramids, obelisks, temples). Byzantine art contributed greatly to civilization. It was marked by the following characteristics: 1) powerful influence of religion, 2) merging of Greek, Roman, and Eastern artistic styles, 3) considerable use of mosaics and frescoes, and 4) stress on luxury and splendor. In literature the Byzantine civilization preserved for later generations many writings of the classical Greeks. Music played an important part in early Middle Eastern history even as it does today. Music was heard at religious ceremonies for the gods and at military celebrations. Palaces had orchestras; the harp, flute, lute, and lyre were popular instruments. Egyptian literature was important as one of the first steps in the development of written expression; it included stories, histories, poetry, songs, and advice concerning moral conduct. The Moslem period in Spain was marked by the production of outstanding literature.

UNDERSTANDINGS

1. To appreciate the fact that the Middle East was the cradle of Western Civilization and the meeting of three continents - Europe, Asia, and Africa.
2. To understand the geographic, economic, political, military, and religious importance of the Middle East.
3. To realize which countries comprise the area of the Middle East as well as to know the important rivers, seas, and geographic areas.
4. To realize the great importance of religion in the lives of these people both in the past and in the present.
5. To understand the cultural contributions of the Middle East in art, architecture, music, and literature.
6. To realize that many of our sciences, particularly medicine, chemistry, astronomy, and mathematics had their origins here

ATTITUDES

1. Geography has shaped the outlook and temperament of the Middle Eastern peoples.
2. Great contributions to world civilizations have been made by the Middle East through discoveries, religion, art, and cultural background.
3. The preservation of much of western thought through the Middle Ages was made possible by Arab translators and scholars.
4. The surge of nationalism in the Middle East today is permitting these countries to gain stature with other republics of the world.
5. The development of politics and education in the Middle East today is a means whereby these countries are realizing their national fulfillment.

CONCEPTS

Arab
Arab League
Aswan Dam
Bedouins
caliphate
Dead Sea Scrolls
ethnic groups
Fertile Crescent
Gaza Strip
Islam
Koran
Moslem
nationalism
Negev
Ottoman Empire

pastoral life

patriarchal

pharaoh

Rosetta Stone

Sheikdom

Tigris-Euphrates

urbanization

Zionism

UNIT VII ASIA: CHINA, JAPAN, KOREA, INDIA, AND PAKISTAN

OUTLINE

CHINA

- one of the oldest countries in the world
- great cultural, political, and economic achievements in early civilizations
- Opium War: Western access to China
- major revolutions of this century: Nationalist Revolution of 1911, the Communist take-over in 1949
- family, caste, village, and local institutions
- basically an agrarian society
- progress towards industrialization since the fall of the Manchu Dynasty
- Communism dominant in the late 20th century

JAPAN

- divine origin of emperor: part of Japanese culture
- domination of noble families for many centuries
- Commodore Perry's expedition: Western access to Japan
- industrialization dominant in 20th century
- one of the highest population densities in the world
- her greatest natural resource: the sea
- results of Japanese militarism: aggressive policy and defeat in W. W. II

KOREA

- closed to outside world for centuries
- location vulnerable to China and Japan
- Japanese rule of Korea: typical colonial fashion
- Korean culture from both China and Japan
- North Korea: Communist controlled; South Korea: a republic
- little hope for Korean unification

INDIA AND PAKISTAN

- India: a nation of a half billion people
- Hinduism, Buddhism, and Islamism: dominant religions
- great diversity topographically
- rivers: important role in India's history
- Over 15 major languages and hundreds of minor ones (dialects)
- Indian National Congress: independence from the British
- Mahatma Ganhdi: the George Washington of India
- two nations after independence bacause of religious affiliation (Hindu and Moslem)

- Pakistan: a nation of 90 million people, mostly Moslems
- Pakistan's two major states separated by India
- her extremes of climate as well as her lack of professionally trained leaders: cause of a benevolent dictatorship
- Pakistan independence in 1956; still a member of the British Commonwealth of nations

OVERVIEW

CHINA

One of the oldest countries in the world, China was very proud of her early political, economic, and cultural achievements before her contact with the West. She was once a leading nation of the world, but she did not keep pace with progress. Since the Opium War, which opened China to the West, she has been under pressure to change her old ways or cease to exist as an independent nation. The present century witnessed two revolutions, the Nationalist Revolution of 1911 and the Communist take-over in 1949.

When most people think about China, they see the Great Wall and the palaces of Peking filled with lanterns, silks, jades, and porcelain vases. Scenes of Confusian scholars, rickshaws and junks, coolies, mandarins, and millions of toiling peasants immediately come to mind. These things, however, are associated with old China. Modern China is a tragic and depressing picture. Today the Communists in China are straining to destroy much of traditional China and to produce in one generation a powerful military and industrialized Communist state.

China can look back on her past with much pride. Her early cultures were models of enlightenment in their time. From her educational system came leaders who gave the world some of its most profound thought. Art and philosophy owe much to old China. So, too, does science - gunpowder was one of her discoveries.

Almost all the people of Asia lived on the land under feudal conditions until the twentieth century. The West abandoned feudalism in the fifteenth century and adopted science, technology, and the methods of modern business. Asia was slow to change. Thus, the way of life which prevailed throughout Asia until recently strongly resembled that of generations and even centuries ago. The peasant concentrated his attention on family, caste, village and local institutions. Centralized governments developed slowly and imperfectly. Government made little effort to provide education, improve public health, or provide other services which have characterized advanced nations of the West. Asian values, religion, and basic attitudes have not been deeply affected by the West.

China is basically an area of farmers practicing subsistence agriculture on a very primitive level. The wooden plow, the ox and the water buffalo are still typical sights on the Asian countryside. The farmer sells only when he needs money for rent, taxes, or other essentials.

Asia is the "rice continent," growing almost 90% of the world's rice as staple food. Most Chinese rarely eat meat or dairy products because the countryside is too poor or too densely populated to support large numbers of livestock. The prospects for a startling agricultural revolution that will substantially raise living standards do not appear too bright, especially in view of the rate of population growth.

China has made considerable progress toward industrialization since the fall of the Manchu Dynasty. She is trying to move ahead by "forced draft" - by methods of regimentation and compulsion which demand great sacrifices.

The basic reason for the failure in China of parliamentary democracy is the absence of conditions on which democracy depends. These include a reasonable degree of social stability, a large middle class, and wide diffusion which most people find at least tolerable.

Chinese life has traditionally centered on its continental land mass, rather than on the sea. Her teeming millions are concentrated in relatively small areas along the major river valleys.

JAPAN

In the mists of legend, divine origin was ascribed to the beautiful islands of Nippon. Perhaps 10,000 years ago, people were drawn from the mainland and many customs, arts, and religious faiths from China and Korea were fused to create Japan's unique tradition. From the seventh to the nineteenth centuries, the empire was dominated by noble families and samurai. America's Commodore Perry broke down Japan's long isolation. When the Shogunate fell, modern Japan was born. Japan came out of the Sino-Japanese and Russo-Japanese wars victorious.

Using the West as its model, Japan's industrial expansion soon startled the world. Her aggressive military leaders, however, gradually took control of the nation and in 1941 plunged her into war. Japan's postwar constitution is the core of the democratic reforms introduced by the American occupation. Japan's phenomenal recovery will almost certainly continue and its economic prospects are the most promising in all Asia.

Japan's island position made possible 2,000 years of sheltered national life, during which contacts with other nations were held to a minimum. An exceptionally homogeneous people developed under these conditions, with traits, customs, and traditions that were distinctively Japanese.

The westernization of Japan took place without the social and political revolutions which occurred in the West. Feudalism digested modern technology without surrendering its privileges. The divine right status of the emperor, the decisive role of the military, the age-old methods of land tenure, the dominance of a few great families - all of these traditional institutions remained even after the industrial revolution in Japan.

Japan has one of the highest population densities in the world. It is predominantly mountainous and has a small proportion of arable land. The sea, however, is probably Japan's greatest natural resource providing her with large quantities of protein foods at low cost.

The remarkable efficiency and diligence of Japanese farmers make possible an outstanding yield per acre. This, combined with the catches of thousands of fishermen, has enabled Japan to be self-sufficient in food production.

The dream of conquest by Japan was militarily defeated by the United States in the twentieth century. The destruction of Japanese militarism and the disavowal by the emperor himself of his mythical divinity paved the way for fundamental reforms. The militarists were completely discredited.

One of the major problems is how can a nation of vigorous and ambitious people, who live in rugged narrow islands, make its way in the world. Japan's dense population and lack of resources were used as a justification for the expansionist aims before World War II.

KOREA

For centuries the ancient kingdom of Korea was closed to the outside world. Her location, however, made her a battleground for rival Chinese, Japanese, and Russian imperialism. Japan ran Korea in typical colonial fashion. Koreans were treated as an inferior group, and all positions of authority in the government and in economic life were reserved for the Japanese. Patriotic Koreans kept alive the spirit of nationalism.

After World War II, Korea was to be free and independent. When Japan surrendered, United States and Russian troops moved into the peninsula setting the 38th parallel of latitude as the dividing line. This was to be temporary; its purpose was to facilitate the disarming and removal of Japanese troops in Korea and to smooth the transition to full independence. The development of the cold war made peaceful unification impossible.

The Korean War between the United Nations forces and the Communist forces was a bloody stalemate. A compromise peace kept the original boundaries. The Korean economy was badly damaged. Today, a decade after the bitter Korean War, the nation is tragically divided between the Communist North and the Free South.

There is little hope for Korean unification. Some would like a United Nations supervised election for a national government, coupled with demilitarization and guaranteed neutrality for the new unified state. The present status of world politics makes such an event highly unlikely.

INDIA AND PAKISTAN

India is a nation of almost a half billion people having been the birthplace of one of the earliest civilizations of man in the Indus River Valley. The Indo-European family of tongue of which the English language is a member, stems back linguistically to the Indian language. Two of the world's great religions, Hinduism and Buddhism, began here. Many great empires rose and fell in India and in the 19th century India was brought into the British global empire. She received her independence in the mid-20th century. Today the Republic of India has the largest population of any free democratic nation in the world.

The Indian subcontinent is geographically a land of great variety; a land of deserts and great monsoons reaching an accumulation of 400 inches rainfall in some areas. Its size is less than one half the area of the United States but the number of people is over five hundred million. India is a land of great rivers: the Ganges, the most sacred river of India; the Brahmaputra River; and the Indus, which gave part of the world its English name.

The sharpest dividing lines in India are those of language, religion, and caste. There are 15 recognized languages considered as major tongues, each of them being spoken by tens of millions. Hindi is spoken by more than 100 million. According to Indian government estimates, some 845 languages or dialects are spoken on the subcontinent of India.

The two major religions of India - Hinduism and Islam - were the basis of dividing the subcontinent after World War II. India is predominantly Hindu and Pakistan is primarily Moslem. Rebirth or transmigration of the soul is a major belief of orthodox Hindus. Sacred rivers and pools play an important part in this religion. Caste, too, dominates religious belief. There are four major social groups: the priestly caste, the warriors and rulers, the artisans and merchants and husbandmen, and the lowest or menials and servants. There are several thousand subcastes within these four broad divisions. Beneath these four great caste groups are an unfortunate people who do not belong to any group, the "untouchables." The Indian government and constitution declares that untouchability is abolished and its practice forbidden, but custom still lingers.

The second great religion is Islam. The word literally means submission to God (the word of). It is one of the world's great religions having hundreds of millions of followers. The five religious duties of the devout Moslem are to bear witness to one God, Allah; to pray five times daily; to give alms to the poor; to fast one month during Ramadan from dawn to dusk; and, if possible, to make a pilgrimage to Mecca.

India has a history of over five thousand years of migrations and conquests. The line of foreign invaders is endless - the Aryans, Greeks, Arabs, Turks, Mongols, Moguls, Portuguese, French, and British - all have sought wealth and power in this great land.

The Indian National Congress was the political party which spearheaded the rise of nationalism against the British power in India. Mahatma Gandhi might be considered the Indian George Washington. Revered by millions for his spiritual leadership and desire for nonviolence in seeking independence, he lived to see India as an independent republic. Her independence was won, however, at the cost of dividing this subcontinent into two nations, Hindu India and Moslem Pakistan.

India's problems are mountainous - political, economic, cultural, and educational. Prime Minister Nehru was a great political leader of democratic-socialist leanings who led his country in its early days of independence. Nehru took a course of neutrality in gaining economic help from the East and the West. India's need for help from larger and stronger nations was without question. Conflicts over Kashmir have arisen between India and Pakistan. Border disputes with Red China over Tibet and neighboring territories have flared up continuously.

In analyzing India today, it is necessary to study Pakistan because of the geographic and cultural ties between these two countries. Pakistan is a nation of 90 million people, most of whom profess the Moslem faith, since this was the basis of national separation. The two major states of Pakistan are divided geographically by the country of India. Pakistan's extremes of climate as well as lack of trained personnel make it hard for her to attain steady progress. To step up development, Pakistan has evolved a benevolent military dictatorship to rule her people. Pakistan declared her independence in 1956, but remained a member of the British Commonwealth of Nations.

UNDERSTANDINGS

China

1. To realize that China has the world's greatest population.
2. To appreciate her need for agricultural development.
3. To understand China's great need for industrialization to care for the millions who inhabit her land.
4. To realize China's great cultural past in religion and literature.
5. To appreciate the fact that the Chinese have had little opportunity to become literate or to gain education which are the primary needs for self-government.
6. To understand the idea of ancestor worship which plays an important part in Chinese life.

Japan

1. Japan has been highly influenced by her geography and has achieved a high degree of industrial development in spite of inadequate resources.
2. The rise of the warrior class affected Japan for many centuries.

3. The Japanese are remarkable borrowers and imitators, developing their own "way of life."

4. The feudal period and isolationism closed her off from the western nations for many centuries.

5. Imperialistic ventures of Japan in the last century were caused by many factors, economic as well as militaristic.

6. Modern Japan was highly influenced by the United States occupation after World War II.

7. The Japanese live in constant fear of earthquakes and tidal waves.

Korea

1. Korea has been a stepping stone for centuries between Japan and China.

2. In spite of numerous invasions, the Koreans have developed their own culture.

3. Koreans were treated as an inferior group by their conquerors.

4. Patriotic Koreans have kept their nationalistic spirit alive through the periods of conquest.

5. Korea is a divided country today as a result of the cold war.

India and Pakistan

1. India is the largest free nation of the world.

2. India has had several thousand years of history with many civilizations.

3. Religion plays a very important role in India with Hindu and Moslem beliefs predominating.

4. Geography and climate of India are strong determining forces of her development.

5. The caste system plays an integral part in every phase of Indian life.

6. Other religions which have affected the Indian are Buddhism and Christianity.

7. India's contributions in mathematics are decimal system, concept of zero, and the value of infinity.

8. Islam and Hindu beliefs have caused the separation of Pakistan and India.

9. Pakistan has become a benevolent military dictatorship in an effort to increase national production.

ATTITUDES

China

1. The continuous civilization of China is the largest in history and has the most ancient social institutions.
2. Ancestor worship has maintained an interest in the past history of China.
3. The majority of the Chinese people are of rural backgrounds and mentality.
4. China has been deeply affected by feudalism.
5. China has had a history of rule by regimentation through dynastic power.
6. Religion plays a large and important rôle in the lives of the people.
7. China can look with pride to her cultural contributions to the world.
8. Art and philosophy owe much to old China.

Japan

1. Japan is a nation of ambitious capable people.
2. The distribtuion of her dense population is still a problem for Japan.
3. The Japanese people are highly talented industrially and intellectually.
4. Divine right of the ruler has been an outstanding belief of the Japanese in the past
5. Japan's island position has provided a protective element in her history.
6. Some of Japan's culture has been borrowed from the Chinese, but it has continued to develop along nationalistic lines.

Korea

1. Korea has been a bridge between China and Japan.
2. She has had an ancient culture of her own which dates back thousands of years.
3. Korea has transmitted culture and economic developments to Japan in earlier periods of history.
4. Modern nations consider Korea a link in water transportation to Asia.
5. In early times the place of women in Korean society was secondary to that of man.

6. Korea was developed industrially by Japan during the early 20th century.

India and Pakistan

1. India is a land of contrasts in topography, weather, and wealth.
2. Some geographic factors have caused the people of India to remain poor.
3. Religion in India has had cultural and economic effects upon the people.
4. The hundreds of languages and dialects spoken in India cause separation of groups within the country and thereby hinder development.
5. The caste system of India is a cultural factor causing retardation of development within the country.
6. Pakistan is divided geographically, thus creating difficulties for unification.
7. Economically and professionally, Pakistan has suffered in the division of nations.

CONCEPTS

abacus

agrarian reform

Allah

ancestor worship

animists

archipelago

Aryan cultures

Boxer Rebellion

Brahman

brainwashing

Buddhism

caste system

Caucasian

collective farms

communes

counter-revolutionaries

dynasties

"emperor systems"

extraterritoriality

famine area

feudal aristocracy

filial piety

Golden Age of Sanskrit

"great leap forward"

"Hermit Kingdom"

Hinduism

indemnity
industrialization
Islam
joint families
kuomintang
"long march"
maharaja
Manchu
Manchurian Incident
mathematics - "pi" concept
METO
Middle East Treaty Organization
Mongol
monsoon
Moslem
movable type
National Diet
National People's Congress
Negroid
Nippon
nomadic
"Open Door" policy
Opium War
"People's Democratic State"
polytheistic
purge
reincarnation
"rising sun"
ritual
river valleys
samurai
SEATO
Sepoy mutiny
shogun
territorial integrity
"Three Principles of the People"
untouchables
war lords
"White Man's Burden"
Zen

UNIT VIII AFRICA

OUTLINE

CONTINENT OF DIVERSITY WITH AN IMPORTANT WORLD ROLE

- great variation in climate, topography, and people
- wide range of religions, languages, and forms of government
- problem of race relations
- population of over 235 million people
- many natural resources
- nationalism dominant today - battleground for cold war

GEOGRAPHY AND NATURAL RESOURCES OF AFRICA

- four times the size of the U. S. with deserts, rivers, and lakes of all sizes
- topography an impediment to Europeans attempting to explore African interior
- climate hot and humid along coasts, cooler inland
- agricultural exports exceed mineral exports
- resources: palm products, cocoa, peanuts, fruit, rope, coffee, tea, wool, cotton, lumber, grains, rubber, oil, gold, tin, cobalt, platinum, and 40% of potential water power for world

PEOPLES AND LANGUAGES OF AFRICA

- Bushmen and Hottentots (mixture of races)
- mixture of Negroid and Caucasoid in northeast
- Negroid south of Sahara to South Africa
- recent immigrants : Lebanese and Syrians in West Africa; Indians and Pakistani in East Africa; Europeans in the extreme north and south
- nearly a thousand different dialects; the basic languages: Swahili, a bantu-based language of traders, Hausa, Arabic, English, French, Portuguese

WAYS OF LIVING AND VALUE SYSTEMS INCLUDING RELIGIONS

- many still nomadic
- form of living: with or near extended families
- increase in population in cities; new housing projects
- basic foods: corn, millet, cassava roots, some fruit, and fish
- principal religious belief: animism (God dwells everywhere)
- Islam and Christianity: strides through the continent
- use of storytelling and fables to inculcate values and history
- age group; music and dance high in value

NEED FOR ECONOMIC DEVELOPMENT

- per capita income low; $50 to $60 in most countries
- need for improvement in agriculture; planned crop production
- growth of factories in recent years
- need for capital investment everywhere

VARIOUS TYPES OF GOVERNMENT IN AFRICA

- smallest unit: the extended family
- basic government: the tribe with the elders highest in prestige
- democracy in the new and emerging nations
- Kings in Morocco and Libya, an emperor in Ethiopia
- largest and best-trained civil service units from the British
- need for trained administrators

GREAT DRIVE FOR EDUCATION

- most education in past from missionaries
- phenomenal increase in primary education
- small number of secondary pupils
- teachers scarce with most high school graduates entering government or business
- large portion of national budgets for education

EMERGENCE OF MANY NEW NATIONS

- over 55 government units or nations in Africa
- as of January, 1962, 28 nations gained independence since World War II
- about 15 national areas to gain independence in the future

PROBLEMS OF NEW GOVERNMENTS

- internal security and civil strife
- inadequate transportation, communication, industrialization, and agriculture
- regional and race problems
- poor health, need for land reform and education
- need for professional leaders
- need for federation of small nations
- developments of foreign policy and place in the cold war

AFRICAN HISTORY

- location of oldest known skeleton
- earliest inhabitants in north probably white Semites; in south Negrillos

- remains of advanced civilizations in Egypt, Phodesia, Ethiopia, Ghana, and Songhai
- in seventh and eighth centuries A.D. Moslem Arabs conquer in the northern part
- explorations by Europeans in 15th century
- slave trade in 17th, 18th, and 19th centuries
- Turkish control of North Africa in 18th century
- Christian missions in Africa in 18th century
- partitioning of Africa by Belgium, France, Germany, Italy, Portugal, and Spain in 1876
- Boer War in South Africa (1899-1902)
- Some World War I fighting in Africa (1914-1918)
- North Africa scene for some World War II fighting
- race problems in South Africa
- problems in Belgian Congo

AFRICAN CULTURE AND CONTRIBUTIONS TO THE WORLD

- creative in music and dance
- development of African literature: ancient form - storytelling
- development in metals: bronze, etc.
- form of painting from rock paintings in earliest days to modern work of present day
- development of recent literature
- development of resources and trade in Africa by foreign firms
- increase in number of tourists in Africa in recent times

OVERVIEW

Perhaps it can be said that Africa is a continent of great diversity in the world. This opinion is deduced from her people, climate, topography, family and economic life, religions, languages, education, government, and cultural backgrounds. Contrary to the old stereotypes, varieties exist in Africa.

GEOGRAPHY

Africa is nearly four times the size of the United States with a plateau covering most of the continent (3 to 7 thousand feet high). The important deserts are the Sahara (about the size of the U.S.) and the Kalahari. The famous rivers of Africa are the Nile, the Congo, Zambesi, and Niger. Some important lakes are Victoria, Tanganyika, and Nyasa. The geography of Africa has had definite effects upon her history. Deserts, forests, and lack of good natural harbors hindered explorations. The lowlands and proximity to Europe in the north explain European settlements there. The climate is hot and humid along the coast, with cooler weather found inland. The amount of high bush or jungle is relatively slight.

VARIETY OF PEOPLE

In some areas a mixture of races has occurred resulting in a people known as the Bushmen and the Hottentots who have yellowish skin, slanted eyes, thick lips, flat noses, and kinky hair. In the northeast is found a mixture of Negroid and Caucasoid. Recent immigrants have come to Africa as educators and businessmen. The total population of about 235 million is concentrated on the Nile and Niger Rivers as well as in the extreme north and south.

LANGUAGES

Nearly a thousand different languages or dialects are spoken in Africa. Swahili is spoken mainly in East Africa and Hausa in West Africa. Arabic is the common language of the North. Educated Africans usually speak the language of the colonial country which is very often English, French, or Portuguese.

WAYS OF LIVING

Many Africans are nomads counting wealth in cattle or sheep. Their homes are temporary, made of a few poles and skins or of mud, wattle, and thatch. A typical family lives in a round hut or mud house with a grass roof. Many Africans are moving to the city and some housing projects are being developed. Basic foods are corn, millet, and cassava roots. Some fruit and fish are eaten depending upon the region. Most transportation is by foot with bicycles increasing in popularity. Airplanes are widely used throughout Africa.

NATURAL RESOURCES

Agricultural exports are high. Some of the many products are palm products, cocoa, peanuts, fruit, rope, coffee, tea, wool, cotton, lumber, grains, rubber. Almost 40% of the world's potential water power is in Africa. Oil is important in Egypt, Nigeria, and Libya. Uranium, copper, gold, diamonds are some precious metals mined here.

AFRICAN HISTORY

The oldest skeleton ever found was discovered in Tanganyika recently. It is thought that the earliest inhabitants in North Africa were probably white people of Semitic background and in the south, the Negrillos. Remains of advanced civilizations are found in Egypt, Rhodesia, Ethiopia, Ghana, and Songhai. The Moslem Arabs conquered North Africa in the seventh and eighth centuries and were followed by European exploration in the 15th and 16th centuries along the coasts of Africa. Slave trade was carried on in the 17th, 18th, and 19th centuries with millions of Africans forced to leave the continent. Christian missions in the 19th century did much to spread education as well as Christianity. In the late 19th century came the partitioning of Africa by the colonial powers - Belgium, France, Germany, Italy, Portugal, and Spain. After both world wars, mandates and trusteeships evolved in many areas of Africa. Recent times have seen the evolution of scores of African nations with a few small territories still to seek their statehood.

RACIAL CONFLICTS

There is little racial conflict in West Africa as compared with other areas. Conflicts are most acute in large and permanent settlement areas such as South Africa, Rhodesia, and Kenya. Some of the basic problems are economic exploitation, social discrimination, political disfranchisement, and lack of education. There are factors improving the situation such as African nationalism, growing social conscience of some whites, world opinion, and the United Nations agencies.

AFRICA AND THE WORLD

Africa is a continent of many nations wrestling with problems affecting the entire world. She is steadily increasing in influence at home and in the United Nations. Wealthy in raw materials and cultural contributions to the world, Africa is an important battleground in the cold war.

VALUES, EMERGENCE OF NEW NATIONS

Ancient value systems are being eroded because of modern influences upon the African. The arrival of the foreigner with different values had challenged ancient ways. Colonial influence, time spent abroad studying, and the two world wars have all had some effect upon the African people. Africans are challenged with values from two worlds without believing fully in either. There are over 55 governments in Africa today with new nations coming to sovereignty yearly. As of January, 1962, 28 new nations had gained their independence since World War II. There is more contact by Africa with the rest of the world today. Increased trade, development of African resources by foreign firms, films, radio, television, foreign exchange students and many tourists have brought Africa and the rest of the world much closer together than ever before in history.

FAMILY, ECONOMICS, AND GOVERNMENT

The extended family and the tribe have been central in the lives of the Africans. The African experiences a keen sense of responsibility for every member of his family - a built-in type of social security. The tribe is the main political organization with great variations from area to area. Some tribes may number in the millions. Elders are prestige persons in the old Africa. New nations are moving toward democratic governments although interpretation of that term varies. The British left the largest and best trained civil service units in their former colonies. The need for economic development is great throughout Africa. Ghana, the second richest country in Africa, has a per capita income of around $150. In agriculture there is a need for improvement of the soil, eradication of plant diseases, diversified crops, new methods and in some places, irrigation. New factories are rising but there is need for many more. Capital is one of the greatest needs for investment in Africa.

RELIGION, VALUE SYSTEMS, AND EDUCATION

Most Africans are animists, believing that God dwells everywhere; at times it is a religion full of superstitions. Islam is gaining many followers among the Africans today because of the absence of racial prejudice and the presence of cultural appeals in its doctrine. Catholic and Protestant missionary activity continues on a large scale. Africans have relied upon story-telling and fables to inculcate values in their people. Most Africans have a keen desire to learn as noted by the increased enrollment in the primary grades. There are very few secondary schools in African and teachers are scarce; there have been a few colleges established. Large portions of national budgets are being used for education on all levels.

CREATIVE ARTISTIC AFRICANS

In the past Africans have been creative in working out forms of art to meet their needs. They have created their own music, dance, and literature which is carried on by storytellers. More recently, African writers have been extolling their past heritage. African painting has progressed from rock painting in earliest days to recent modern works.

COLONIAL RULE

Various policies of colonial rule which existed in the past are gradually changing. The British, in recent times, have looked towards independence for their colonies, wishing to maintain only economic trade relations within the Commonwealth. The French have tried to include their colonies in metropolitan France but have failed. The Belgians have stressed economic and social developments but were remiss in training their colonies for political independence. The Portuguese and Spanish have done the least to advance independence for their colonies.

UNDERSTANDINGS

1. To appreciate the definite contributions made to world civilizations by the peoples of Africa.
2. To realize that several great civilizations have existed in this area of the world that we have yet to learn much about.
3. To realize that Africa is a continent of over 50 nations and territories with independent governments.
4. To realize that there are thousands of Africans today who are well educated in the Western sense of the term.
5. To realize that there are all types of people in Africa including Asians, Middle Easterners and Europeans.
6. To appreciate the fact that there are many large urban cities with ultra-modern developments today in Africa.
7. To realize that Africa has had several well-advanced centers of civilization in the past such as the empires of Ghana, Songhai, and Egypt.
8. To understand that there is an increasing development of industrialization throughout Africa today.
9. To appreciate the fact that for centuries there have been Africans who created works of beauty ranging from the famous Ife and Benin bronzes to the Nigerian leather work erroneously called "Moroccan leather."

ATTITUDES

1. The African has made a unique contribution to world civilization.
2. Africans are seeking their own independence and betterment today as did Europeans in their own period of development.

3. The idea that Africans are of one type and lack any culture of their own is stereotyped and false.

4. The African people are zealously working to modernize their lives and institutions.

5. Modern social and political institutions are being developed today in Africa.

CONCEPTS

Afrikaner

animists

anthropology

anti-colonialism

apartheid

chieftancy

colonialism

continent of diversity

disfranchisement

economic exploitation

extended family

fellaheen

cultural area

kinship group

nomadic tribes

Pan-Africanism

partitioning of Africa

paternalistic

protectorate

stereotypes

taboo

topography

tribal customs

tribalism

trust territory

"White Man's Burden"

UNIT IX GREAT POWER RIVALRY

OUTLINE

IMPERIALISM THROUGHOUT HISTORY

- policy of conquering and ruling nations
- in the earliest civilizations of the Assyrians, Persians, Greeks, Romans
- 1500 to 1800 known as the colonial period (Old Imperialism)
- causes: commercial rivalry, mercantilism, personal motivation
- vast colonial empires for England, France, Spain, and Portugal
- steady decline in imperialistic drives from 1800 to 1870
- modern imperialism begun in 19th century
- causes of renewal: economic and political

EARLY AFRICAN HISTORY

- development of North Africa by Phoenicians, Carthaginians, and Greeks
- flourishing Arabic civilization during Middle Ages
- colonization by Europeans from 1500 to 1800
- partitioning of Africa, 1870-1898

ASIA CAUGHT IN GREAT POWER RIVALRY

- greatest concentration of world population
- valuable natural resources
- European colonial powers here between 1840 and 1900

CHINA

- Great Wall of China for protection against invaders
- Christian missionaries in China in 16th century
- traders here in 16th century
- conquest of China by Manchus in mid-17th century
- result of 1839 war: opening of ports to the British
- struggle of European countries for control of China, 1860 to 1900
- "Open Door" policy: suggestion of John Hay, U. S. Secretary of State

JAPAN IN THE 19TH CENTURY

- Japanese culture: combination of Chinese and its own
- feudalism dominant in Japanese life
- government rulers: the Shogun
- first Europeans in Japan in mid-16th century
- new Japanese attitude toward Westerners in 17th century

- end of Japan's isolation with the coming of Perry in 1853
- extreme modernization of Japan between 1867 and 1914
- rise of Japanese imperialism against China
- results of Sino-Japanese War: ruler of Formosa and rights to Korea
- results of Russo-Japanese War: leaseholds on Port Arthur and Liaotung Peninsula, southern half of Sakhalin Islands and Russian railroad in Manchuria
- annexation of Korea in 1910

INDIA

- religion: the greatest influence in Indian history
- caste system: integral part of Indian's life
- Buddhism: one of its great religions
- Hinduism and Islamism: great religious forces
- Vasco Da Gama: bearer of Christianity to India (1498)
- British influence great from 16th century to the present
- all-India Congress Party: independence for India in 20th century

BRITISH EMPIRE

- acquisition of most of her empire after 1870
- reasons for expansion of empire: command of world's largest navy, preserver of balance of power in Europe, holder of strategic bases
- policy of gradual training for self-government
- loss of some colonies through successful revolution for independence
- dominion system: empire bound together economically
- benefits of dominion or commonwealth: loyalty and patriotism, common language, and cultural similarities

THE MIDDLE EAST

- birthplace of Christianity, Judaism, and Islam
- imperialistic moves here by France and Britain in 19th and 20th centuries
- meeting place of Africa, Asia, and Europe
- Middle Eastern countries: Turkey, Cyprus, Syria, Lebanon, Israel, Saudi Arabia, Yemen, Jordan, Iraq, Iran, Afghanistan, Pakistan
- Northeast Africa: Libya, Egypt, The Sudan, and Ethiopia
- some historians include the Balkan States
- Destruction of Ottoman Empire through nationalism
- Imperialist influence and rivalry in Near East: a cause of World War I

OTHER COLONIAL POWERS

- France: ruler of second largest empire
- United States: trustee of territories for protection of rights and extension of self-government

- Germany: holder of a million square miles by 1914
- the Dutch Empire: areas in the East Indies and smaller islands
- Belgians, Portuguese, and Spanish: possessions in Africa
- Austria-Hungary: territory in the Balkans

WORLD WAR I

- nationalism: cause of rivalry which resulted in boundary disputes
- military alliances
- immediate cause of World War I: assassination of Archduke Francis Ferdinand
- United States: an ally in 1917
- battleground of the war: Europe, Africa, the Far East, and the Near East
- conclusion of peace treaties in Paris, 1919
- the "Big Three": Lloyd George, Clemenceau, and Wilson
- Wilson's Fourteen Points
- secret peace treaties: cause of weakened negotiations
- effects of World War I: territorial changes, end of dynasties, diminishment of nationalism, inflation, reparations, war debts, economic nationalism, and rise of dictatorships

OVERVIEW

IMPERIALISM

Imperialism had its inception at the dawn of civilization. In early civilizations, the Assyrians, Persians, Greeks, and Romans engaged in imperialistic activities as each empire conquered a section of the world. Imperialism is the policy of acquiring colonies or establishing economic or political control of foreign areas. The period between 1500 and 1800 is spoken of as the colonial period (Old Imperialism) in which European nations vied with each other to acquire overseas lands after the discoveries of Columbus, Da Gama, Magellan, and others. Europeans travelled to the Americas, India, South Africa, and the East Indies for treasures and raw materials.

Some of the causes of this period of colonization were 1) the commercial revolution in Europe; 2) mercantilism, which indicated the need to use colonies as sources of raw materials; 3) personal motivation of explorers for gold, missionary activity, and political power. The results of these explorations are seen in the vast empire of Great Britain in Canada, India, Ceylon, South Africa, and Australia. Spain became influential in Central and South America; France acquired the Louisiana Territory and French Guinea; Holland extended her influence into the East Indies. The decline of the vast "New World" empire occurred between 1800 and 1870 when Great Britain and Spain lost large parts in North and South America because of war and domestic problems.

Modern Imperialism was a renewal, in the nineteenth century, of early colonialism. It was economic in character resulting from the Industrial Revolution as well as the growth of nationalism. The causes of this renewal were economic and political: the need for markets and sources of investment, political pressures at home, and the humanitarian desire to convert the natives. The types of Modern Imperialism took many forms such as concessions, spheres of influence, leaseholds, protectorates, annexed territories, and mandate-trusteeship colonies.

EARLY AFRICAN HISTORY - REVIEW

The northern coast of Africa saw much activity in early times with the Phoenicians, Carthaginians, and Greeks settling the northern coast of Africa and sailing along the western and eastern coasts. During the Middle Ages a flourishing Arabic civilization existed here. In the 15th century, Diaz sailed around the Cape of Good Hope and Da Gama went on to India, touching the tip of Kenya in his travels. Other colonial powers such as the Portuguese, Dutch, Spanish, French, and British continued colonization deep into the heart of Africa. Between 1500 and 1800 European and Arab slave traders were said to have taken at least 60 million Africans from their homes. Revival of interest in Africa occurred in the 1870's when Speke, Pork, Livingston, and Stanley penetrated the Nile, Niger, and Congo Rivers. Nationalistic feelings led Italy and Germany to make imperialistic moves in Africa. Industrialization increased the demands for raw materials found in abundance in Africa.

The partitioning of Africa between 1870 and 1898 resulted in the following countries developing imperialistic power: 1) Great Britain acquired a large section of Southern and Eastern Africa as well as control of Egypt and the Suez Canal; 2) France acquired four million square miles as well as control over 40 million people in North and Equatorial Africa including Algeria, Tunisia, Morocco, and Madagascar; 3) Germany assumed a short-lived empire which included German Southwest Africa, German East Africa, Togoland, and Cameroons (taken from her after World War I); 4) Italy gained control of Eritreas, Somaliland and Libya (Tripoli) ; 5) Belgium fell heir to the valuable Belgian Congo in 1908; 6) Portugal laid claim to Angola and Mozambique; and 7) Spain maintained a small empire in Africa composed of Morocco, Rio de Oro, and Spanish Guinea.

ASIA

Asia contains the greatest concentration of population in the world, more than half of the world's population in a geographic area of limited space. Its valuable natural resources such as tea, rice, tin, oil, etc. have made her a coveted area for world colonialism in the past and in the present. Between 1840 and 1900 Britain, France, Germany, Holland, and Russia extended their influence into the East. Growth of nationalism in India and China spread to other countries under imperialism and industrialism and European ideas of democracy and freedom reached these people.

CHINA

The Great Wall of China was built in the third century, B. C. to protect China from Northern invaders; in spite of this effort, however, China has had a long history of conquests by imperialists. In the 16th century the Portuguese, English, and Dutch sent missionaries and traders to China. China was conquered in the mid-17th century by the Manchus who forced the Chinese to wear pigtails to indicate their position as slaves. In the 18th century the Manchu emperors began to restrict the commercial and religious activities of Europeans in China. War broke out in 1839 between the British and the Chinese over the importation of opium into Canton. This resulted in the Treaty of Nanking which allowed four more ports to be opened to the British. Hong Kong and Shanghai were acquired at this time. Other countries, including the United States, France, Belgium, Prussia, Holland, and Portugal, received the same privileges (permission for almost free flow of goods with no more than 5 % tariff) as well as extraterritoriality.

Between 1860 and 1900 Germany, Russia, France, and England challenged China and one another for control in China. Germany netted a sphere of influence in the Yangtze Valley. For fear that China might be hopelessly divided (as happened in Africa) John Hay, the United States Secretary of State, proposed and enacted the "Open Door" policy (1890) by which all nations were permitted to trade in China on an equal basis. China's independence and territory were to be guaranteed. The majority of Chinese, humilitated nationally and exploited economically, campaigned to get rid of all foreigners in China. In 1900 a Chinese secret society, the Order of Patriotic Harmonious Fists (named the Boxers by Westerners) attacked all foreigners and Chinese Christians and besieged foreign legations. European powers, Japan, and the United States put down the rebellion and forced an indemnity upon China, part of which was returned by the United States.

JAPAN

Japan's population in the 19th century was crowded into four large islands and into many tiny ones with little tillable land and few mineral resources. Japanese culture had been borrowed from China but it produced its own excellent paintings, ceramics, and the like. Feudalism dominated Japanese life and kept the peasants in a state of serfdom. The government was headed by the Shogun, the most powerful of nobles. The Mikado (emperor) continued to be worshipped as a god. The first Europeans arrived in Japan near the middle of the 16th century. Trade was extended and Christian missionaries, particularly St. Francis Xavier, converted thousands of Japanese. In the 17th century the Japanese attitude toward the Westerners changed; the Spaniards and Portuguese were driven out by 1640 and from that time until 1854 only a few Dutch merchants remained.

Japan's isolation ended in 1853 when Commodore Matthew C. Perry visited the archipelago, and American ships were allowed to dock at two ports. Later England, Holland, and Russia obtained similar privileges. These treaties were resented by many of the Japanese people causing anti-foreign incidents to arise which were put down by foreign bombardment of Japanese ports. Between 1867 and 1914 an amazing transformation toward modernization took place in Japan. The Shogun was deposed to unite the country and stimulate nationalism. Full power was restored to the Emperor. Feudalism and serfdom were ended and many peasants were given their own land. Young men were sent abroad to study and they brought back ideas to improve the army, navy, law, and higher education. The Japanese Industrial Revolution produced factories, railroads, merchant marine, cotton industry, and expansion of foreign trade.

The rise of Japanese imperialism against China was caused by several factors: economic - need for markets; nationalistic - militarists anxious for prestige; social - overpopulation of Japan; strategic - desire to strengthen military positions in the Pacific. Japan's conquests resulted from 1) Sino-Japanese War which gave her Formosa and rights in Korea; 2) Russo-Japanese War which gave her the Russian leaseholds on Port Arthur and Liaotung Peninsula, the southern half of the island of Sakhalin and Russian railroad and mining interests in Manchuria. Japan annexed Korea in 1910.

EARLY INDIAN HISTORY - REVIEW

The greatest influence in Indian history is religion. Hinduism, Buddhism, and Mohammedanism have provided the religious, social, and economic patterns which have formed the story of Indian history.

The Hindu caste system, originally a means of differentiating the conqueror from the conquered, developed into a social pattern which stratified Indian life and thwarted progress.

Buddhism placed emphasis on peace and gentleness. The primary belief of Buddhism is that heaven awaits all men; this is in direct contrast to the caste system of the Hindus. Needless to say, Buddhism became a popular religion and much friction and animosity developed between these two powerful religious groups.

The Moslem invasions created a force from without that caused religious dissension. Because the Hindus, who represented 3/4 of the Indian population, were adamant in their religious beliefs they staunchly resented conversion to Mohammendanism.

The appearance of Vasco Da Gama in 1498 brought yet another outside source, this one seeking to impose Christianity upon the Indian people. Following the visit of Vasco Da Gama, India came under European influence. The Portuguese monopolized trade for the next century. The British founded the East India Company which expanded influence and fought the Indians and the French, Dutch, and Portuguese traders. The defeat of the Moslem armies by Robert Clive (Battle of Plassey, 1757) opened the way to British rule in India. Indian resentment came to a head in the Sepoy Mutiny of 1857, an uprising of native troops in the East Indian Army. In 1858 the British Parliament transferred control of Indian affairs from the East India Company to the British government, with a viceroy as its representative.

A small group of Englishmen were able to govern this country of 315 million people (1914 figures) because of several major problems: 1) religious divisions (2/3 Hindus, 70 million Moslems, 11 million Buddhists, 5 million Christians); 2) racial differences; 3) rigid class divisions; 4) language differences (over 200 languages and dialects); 5) political divisions (over 600 Indian rulers with the British playing the game of "divide and conquer"); 6) underdeveloped nature of the country (illiteracy, extremes of poverty and wealth, absolute rule, and primitive methods of farming). The formation of the All-India Congress Party in 1885 indicated the beginning of the drive for Indian independence in spite of the advantages brought by the British. In the 20th century the Congress Party came under the leadership of Mohandas Gandhi (later called Mahatma or saintly one). From 1920 on he conducted a campaign of civil disobedience or "non-violent non-cooperation." The Moslem minority in India organized the Moslem League in 1906.

THE BRITISH EMPIRE

Britain began to build an empire in the 16th century. Most of her territories, however, were acquired after 1870 in the period of modern imperialism. Her basic policies helped develop her empire. She aimed at 1) maintaining the world's largest navy; 2) maintaining a balance of power in Europe; 3) building bases in the Mediterranean and near the Suez Canal. The British Empire has continually changed throughout history since her colonies were acquired at different times. Some territories, like India, were gradually advanced toward self-government and independence. Others, such as America, Ireland, and Burma, left the Empire as a result of revolution. The loss of the American colonies in 1783 and Canada in 1837 convinced Britain that self-government should be permitted in certain cases to prevent revolts and to tie colonies more closely to the mother country. This was the beginning of the dominion or commonwealth system. Some nations have preferred complete self-government within the Commonwealth and others have left the Commonwealth entirely. Britain has developed this system as a democratic means of holding the empire together in a changing world. It is claimed that the Commonwealth is actually stronger than the Empire ever was because the idea of equal voluntary partnership has replaced control by the mother country. Some of the benefits are strong ties of loyalty and patriotism strengthened by a common language and cultural similarities.

THE MIDDLE EAST

The Middle East has been the scene of some of the greatest events in history - the birth of Judaism, Christianity, and Islam as well as western civilization. Imperialist rivalry was high in the 19th and 20th centuries. It is the meeting place of Africa, Asia, and Europe. The Middle East includes the Asian countries of Turkey, Cyprus, Syria, Lebanon, Israel, Saudi Arabia, Yemen, Jordan, Iraq, Iran, Afghanistan, Pakistan, and a few smaller territorie In northeast Africa it includes Lybia, Egypt, the Sudan, and Ethiopia. Strictly speaking, the Near East includes the Balkan States, as well as those countries mentioned above. Nationalism brought about the decline of the Turkish Empire in Europe in the 19th and 20th centuries. Greece, Montenegro, Serbia, Rumania, and Bulgaria gained independence and became involved in imperialist rivalries. Russia, Great Britain, Austria, and Germany were interested in control of the Balkan countries. Imperialist influence and rivalry in the Near East helped bring about World War I. With the defeat of the Central Powers, the Ottoman Empire gave up North Africa, including Egypt and the Sudan as well as rights to Arabia; Palestine, Iraq, and Transjordan were mandated to Great Britain; and Syria and Lebanon were placed under French protection.

OTHER COLONIAL POWERS

France built the second largest empire of modern times which included territory in Africa, Asia, the Middle East, the Pacific, and the Americas. The United States had far-flung possessions which were ruled with the idea of protection of human rights and the extension of self-government. They consisted of Alaska, the Samoan Islands, Hawaii, Puerto Rico, Guam, the Philippines, the Panama Canal Zone, and the Virgin Islands. Germany gained an empire of a million square miles by 1914. Between 1879 and 1890 Germany annexed southwest Africa, Togoland, East Africa, the Cameroons, part of New Guinea, the Marshall and

Caroline Islands. She also obtained Eritrea, Italian Somaliland (Africa), Libya, and Tripoli in North Africa. The Dutch Empire consisted of the densely populated islands known as the Netherlands East Indies, which included five large islands (Java, Sumatra, New Guinea, Borneo, and Celebes) and thousands of smaller ones. During the 19th century the Belgians, Portuguese, and Spanish also maintained possessions in Africa; Belgium controlled the vast Congo region; Portugal controlled Angola and Mozambique; Spain ruled the northern tip of Morocco, Rio de Oro, and Spanish Guinea. In 1867 the Austro-Hungarian state expanded her influence in the Balkans by seizing provinces of Bosnia and Herzegovina from Turkey, annexing them in 1908.

WORLD WAR I 1914-1918

Excessive nationalism before World War I brought rivalry between nations forcing boundary disputes over the rights of people of certain racial backgrounds; revenge and desire for prestige were the natural results of this rivalry. These forces led to imperialism, militarism, and military alliances for protection. The immediate cause of World War I was the assassination of Archduke Francis Ferdinand of Austria precipitating war between Austria and Serbia. Countries in alliance took sides. The United States held out until 1917 when, forced to protect her own interests, she entered World War I. Loss of American lives on the high seas, extensive propaganda against the Germans, loans of money and war materials to the Allies, and the desire to protect the world for democracy were basic reasons for the United States' entry into the war.

World War I was fought in Europe, Africa, the Far East, and the Near East. Europe was the main field of battle. The Allies seized all German colonies in Africa and the Far East; they freed Turkey's Near Eastern colonies of Mesopotamia, Palestine, Syria, and Arabia. In Paris in 1919 the peace treaties were drawn up in an atmosphere dominated by the "Big Three" -

Prime Minister Lloyd George of Great Britain, Premier Clemenceau of France, and President Wilson of the United States. Wilson's Fourteen Points contained ideas and ideals for a 'peace without victory' which would benefit all mankind. Secret treaties were drawn up by the other major countries, thereby weakening the peace negotiations. The Paris Peace Pacts have been criticized and defended, some claiming they were one of the direct causes of the rise of Hitler. The lasting effects of World War I have changed the course of world history and brought about 1) territorial changes, 2) the end of dynasties, 3) a violated nationalism, 4) inflation, 5) reparations from Germany, 6) European war debts because of large loans made by the United States, 7) economic nationalism, and 8) the rise of dictatorships.

TREATY OF VERSAILLES

Of the many treaties drawn up with the defeated powers, the Treaty of Versailles with Germany was the most important. By it Alsace-Lorraine, the Saar Basin, Posen, West Prussia and Upper Silesia, Danzig, Northern Schleswig, and all German possessions overseas were taken away from Germany. Her army and navy were greatly reduced, fortifications were forbidden, and great war debts were demanded of her.

UNDERSTANDINGS

1. To understand the concept of modern imperialism and old imperialism in relation to ancient times.
2. To understand the basic political, military, social, and religious causes of 19th and 20th century imperialism.
3. To realize the early European interests in North Africa which were revived in the late 19th century and spread throughout the continent of Africa.
4. To understand the nature, motivation, and operation of imperialism and the effect of imperialism on the continent of Africa.
5. To recognize the importance of China, her desire to remain aloof from the West, and her opening to the West.

6. To realize the importance of Asia considering geography, population, natural resources, and relations with the West.

7. To understand European imperialism in Asia in relation to 1) the evolution of India toward national independence; 2) the emergence of China as an empire and the influence of replacing the empire with a republic; 3) the development of Japan from feudal isolation to a modern imperialistic power.

8. To understand why the British Empire was so wide spread across the world and how she developed her dominion system.

9. To see how the imperialist rivalries in the Balkans helped bring about World War I.

10. To understand the role played by other minor colonial empires throughout the world.

ATTITUDES

1. To realize that imperialism is the result of some deficiency in the aggressor nation.

2. To recognize the fact that imperialism in Africa is on the decline today primarily because of nationalism.

3. To appreciate the cultural differences between East and West and to see how they can complement each other.

4. To develop an appreciation of the contributions made to the growth of democracy in British colonial possessions.

5. To recognize the importance of the Middle East as 1) the cradle of western civilization, 2) the cradle of three great religions, and 3) a bridge between East and West.

CONCEPTS

caste system

"dark continent"

dominion system

economic rivalry

extraterritoriality

Great Wall of China

humanitarianism

imperialism

industrialism

interdependence of nations

international rivalry

liberalism

militarism

nationalism

"Open Door" policy

Paris Peace Pact, 1928

propaganda

sphere of influence

trade concessions

Treaty of Versailles

Westernization of Japan

UNIT X GROWTH AND PROBLEMS OF PEACE

OUTLINE

DEMOCRACIES

- representative government through universal manhood suffrage
- equality for all under the law; protection of majority and minorities
- development of English government from Magna Carta through statute of Westminster
- rough road of French democracy from 1789 to 1958

DICTATORSHIPS

- Russia under the Romanoffs, 1603-1917
- causes and results of the Russian Revolution of 1917
- political and economic conditions in Italy after World War I
- rise of Mussolini and Fascism
- weaknesses and defeat of Fascist Italy in 1945
- Japanese aggression in the Far East
- Japanese commitment to militarism leading to her downfall in 1945
- establishment of Weimar Republic and its overthrow by the Third Reich
- downfall of the Third Reich in 1945
- conflict between Nationalist and Communist China
- success of Chinese Communists in 1949

GLOBAL WAR - WORLD WAR II

- aggressive nationalism, imperialism, militarism, alliances, international anarchy, appeasement: causes of World War II
- early Nazi successes in the war
- United States' entry into the war
- collapse of Germany and Japan
- zones of occupation in Europe and Japan
- emergence of Russia and the United States as the two powerful nations in the world

UNITED NATIONS

- purpose, structure, and power of the United Nations
- six organs of the United Nations and their functions
- accomplishments of the United Nations
- failures of the United Nations
- prospects for the future

THE COLD WAR

- strained relationships between Communist and non-Communist forces
- creation of collective security organizations
- steps taken to curtail Russian expansion
- efforts to maintain European unity
- Communist expansion in the Far East
- abortive attempt to overthrow government of Communist Cuba
- political, economic problems of African movement toward republican democracy

OVERVIEW

DEMOCRACIES

The growth of democracy in Europe has been one of the outstanding developments of recent times. Democracy is a form of government in which the people have the supreme power. The government is administered by the people's representatives who enact laws and are elected by universal suffrage. Equal justice exists for all under the law, the will of the majority prevails, and the rights of minorities are protected.

Great Britain and France are examples of European countries where democracy has made great strides. The Magna Carta, the establishment of Parliament, the Petition of Rights, the Habeas Corpus Act, and the Bill of Rights are English documents paving the way for democratic government. Through fear of actions during the French Revolution and the Industrial Revolution, business men demanded and won full measure of political rights. Suffrage, limiting the power of the aristocracy and other democratic reforms paved the way for British democracy. Through Britain's written and unwritten Constitution, its Parliament, Cabinet, and party system there has developed a refined form of democracy.

In France democracy found a difficult path because of the many changes in the form of government. During the 1815 to 1848 period a limited monarchy was restored to France with the third king, Louis Philippe, being forced to flee to England at the outbreak of the Revolution of 1848. The French experimented again with a republican form of government which soon gave way to monarchy. The Second Republic, 1848-1852, saw Louis Napoleon reestablish the glory of Napoleon I. He seized control of the government in 1851 and had himself elected Emperor Napoleon III. He was overcome by Germany in the Franco-Prussian War in 1871. A third republic was finally drawn up. Outstanding reforms took place during the republic such as universal manhood suffrage and the separation of Church and State. Under this republic a parliamentary form of government, resembling that of England, was successfully inaugurated. It was composed of a bicameral legislature made up of the Chamber of Deputies and the Senate presided over by the Premier. The German occupation of France in 1940 resulted in the death of the Third Republic. The Fourth French Republic was born after France was liberated by the allied forces. This Republic lasted from 1946 to 1958. By 1958 the many splinter parties which formed the coalition government had created a weak government, making it necessary for a strong hand to step in and bring order out of chaos. This strong hand was found in the person of Charles De Gaulle, who, in 1958, set up the Fifth French Republic, the current government of France.

DICTATORSHIPS

RUSSIA: Russia was considered a great power under the czars in the 19th century, having made territorial gains and defeating Napoleon. The Romanoff family, which ruled Russia from the 17th century, made every attempt to keep her from the change which was sweeping the continent. The old regime was weakened by reformers from within Russia consisting of 1) the Nihilists, 2) the Socialists, and 3) the middle class Liberals. The Industrial Revolution and the Revolution of 1905 did much to topple the Russian monarchy in 1917.

The fundamental causes of the 1917 revolution were political, economic, and social. The Communists, under the leadership of Nicolai Lenin and Leon Trotsky, seized power in November of that year when they overthrew the Kernesky government. The following four years were known as the critical period for the Communists since they had to protect the state from foreign and domestic enemies, take possession of the means of production, ar govern the land. The basic principles of the Communists were 1) to establish a dictatorshi of the proletariat, 2) to nationalize production, 3) to abolish capitalism, 4) to establish atheism, 5) to abolish class distinctions, 6) to encourage Communist movements throughou the world. The political system of Soviet Russia tried to appear democratic in form, but in reality it was a dictatorship. The economic system resulted in the complete control of prod tion and distribution by the government with an emphasis on five-year plans aimed at steppin up certain areas of production.

FASCIST ITALY: After World War I political and economic conditions paved the way for th rise of dictatorship in Italy. A strong drive for nationalism, the reality of economic chaos, and the weakness of government as well as revolutionary agitation made the scene in Italy ripe for Mussolini and Fascism, (1920). In the beginning Fascists were mainly jobless war veterans who desired to restore ancient glory to Italy. The Italian government became a one-party dictatorship and the laws took the form of decrees issued by Mussolini. The governme and Fascist Party became closely linked. Fascist totalitarianism dominated the lives of its people; they lived for the state. Mussolini believed war brought out the best in people and so he adopted a policy of militarism through build-up of the army, navy, and militant propaganda He saw glory for Italy through aggressive diplomacy and imperialism and worked openly to dominate territory outside Italy. World War II brought an end to Fascist Italy in 1945.

MILITARIST JAPAN: Japan embarked upon a policy of imperialism in the Far East; China was her chief victim in Manchuria in 1931. From 1933 to 1937 Japan extended her political and economic influence in North China. Japanese imperialism had basic causes, such as economic needs, nationalism, social problems, and military desires. Her first victory was the Sino-Japanese War, then came victory in the Russo-Japanese War, followed by victory in World War I (1914-1918) in the eastern area of the world. Her victories continued in the Sino-Japanese War from 1931 to 1939 and were finally curtailed by her defeat in World War II. All along the way, attempts were made to halt Japan's imperialism. Opposition to Japan's 21 Demands in 1915, the Washington Conference, the Stimson Doctrine, and the Lyton Report of 1932 as well as opposition to Japan's agressive tactics in the 1930's - all were efforts which failed until the complete defeat of Japan in 1945.

NAZI GERMANY: Resentment of the treaty terms after World War I and economic distress paved the way for dictatorship under Hitler. Although the Weimar Republic was most democratic, the German people did not have faith in it, thereby causing its rapid disintegration. Postwar nationalism in Germany and economic chaos brought about its demise in 1933. Hitler quickly took advantage of the situation and entrenched himself in power as the dictator of Germany. The Third Reich now replaced the Weimar Republic. Opposition was crushed and was followed by persecution of the Jews. Hitler appealed to the nationalism of the Germans, referring to them as the "Aryan" race. There followed a series of German invasions - Czechoslovakia, Poland, and deeper into Europe. Hitler justified these invasions by claiming that German rights had been violated by World War I peace treaties. Hitler was finally defeated by the Allies in 1945.

COMMUNIST CHINA: Communism grew in China after World War I. Invasions from outside China caused the Nationalist and Communist forces to unite to stave off the principal invader - Japan. Oddly enough, the Nationalists were fighting the Communists at the same time that the two forces were repelling the Japanese. By the end of World War II the Nationalists had regained control of China. Unfortunately, the party did little to restore the people's faith in their leadership. Corrupt bureaucracy, an inefficient army, lack of land reform, and civil war between Nationalists and Communists all joined to create an extremely weak China - a perfect setting for Communist seizure of power. By 1949 the Communists controlled most of China and in December of that year set up the Chinese People's Republic.

Communist China is a one-party, totalitarian dictatorship under the leadership of Mao Tse-Tung and his premier Chou En-Lai. Attempts have been made to industrialize China at a fast pace. All industry is nationalized. Severe food shortages and depleted factory outputs have caused a lull in the attempt to industrialize rapidly. Collective farms were originally established, but were replaced in 1958 by communes. By 1962 the communes system was adjudged to be a failure. Education has eliminated pro-Western influences. Loyalty to family has been supplanted by loyalty to the state. In theory women have been given equal status with men.

The greatest sore spot regarding Red China has been her foreign relations. In 1950 China and the Soviet Union signed a 30-year mutual assistance pact. In the Korean War the Red Chinese supported the North Korean forces. In 1951 the Reds annexed Tibet. In 1954 their support of Communist rebels in Indochina helped the Communists to defeat the French, thus setting up the state of North Viet Nam. Due to past offensive moves, Red China was labeled an aggressor nation by the United Nations.

A critical spot in Chinese-Soviet relations can be found in their individual attitudes toward differences between Capitalism and Communism. Civil war of a sort between these two camps of thought may place Soviet Communism in a secondary position in the world.

GLOBAL WAR: Many of the factors which brought on World War II were the same as those for World War I. Aggressive nationalism, imperialism, militarism, alliances, international anarchy, appeasement and Fascism were some causes of World War II. Initially the Nazis were victorious, rolling over Poland, Denmark, Norway, Holland, and Belgium. France fell quickly as did other small countries. The earliest Axis defeats were suffered in Africa. These Allied victories in North Africa put them in control of the Mediterranean and paved the way for the invasion of Europe. The United States was forced to give up its policy of isolation by the events leading to and following the beginning of World War II. With the attack of Pearl Harbor on December 7, 1941, the United States became actively involved in war. Japan was prepared for war, but the turning point came in favor of the United States with the battle of the Coral Sea and Midway Islands. During the next three years the Japanese were slowly pushed back. Japan's final collapse came on August 6, 1945, when atomic bombs were dropped on Hiroshima, and on August 9, on Nagasaki. Unconditional surrender was proclaimed on September 2, 1945. Victory in Europe had preceded this day on May 7, 1945.

The results of World War II were important politically, socially, and economically. Four power zones (British, French, American, and Russian) were set up in defeated Germany. Japan was occupied by American forces under General MacArthur. War costs and reconstruction were assumed by victors as well as conquered. World War II saw the decline of colonial empires. The United States and Russia emerged as the two most powerful nations. The age of atomic energy was ushered in with the development of the atomic bomb. To prevent future war, the United Nations was formed in 1945.

A NEW HOPE: THE UNITED NATIONS

The victors of World War II were concerned with maintaining the peace they fought for and so formed the United Nations to solve problems and disputes. The charter of the United Nations is the basic law which sets forth its purpose, structure, and power. The basic organizations of the United [illegible] are 1) the General Assembly, 2) the Security Council, 3) the Economic and Social Council, 4) the Trusteeship Council, 5) the International Court, 6) the Secretariat and numerous related organizations. The accomplishments of the United

Nations have been many and varied. Potential war or strife has been avoided in Iran, Indonesia, Palestine, the Suez area, Berlin, Korea, and Italian colonies. Human rights have been upheld, atoms for peace promoted. The World Court has encouraged settlement of cases in international problems. Economic and social activities have promoted welfare in underprivileged countries. There have been failures, such as the division of Korea and the unrest in Palestine. There has been criticism of the United Nations, but her accomplishments far outnumber her failures. There is hope for the future through such an organization.

THE COLD WAR

Since the end of World War II there has been a tense relationship between the Communist and non-Communist nations of the world as well as a rivalry for supremacy resulting in a new expression, the "Cold War." Feelings of mistrust existed between Russia and the West before World War II and continued thereafter. Russian expansion after World War II forced alliances to be made by the West, such as NATO and SEATO - thus creating two camps in the Cold War. Definite steps to curtail Russian expansion were taken through moves such as the Truman Doctrine, the Marshall Plan, and the Point-Four Program. Greater European unity resulted through Cold War efforts to maintain freedom of small nations. Collective security, economic, and political unity resulted. The division of Germany is one of the effects of the Cold War in Europe; this situation has resulted in continued tension over Berlin. Both sides have used propaganda and psychological weapons to expand influence. The Cold War has been just as strongly waged in the Far East as in Europe. The victory of the Chinese Communists in 1949 was a severe setback to the non-Communist world. The Cold War was waged and partially succeeded in Korea as Communists maintained control of North Korea. The fear of further aggressive success necessitated the formation of the Southeast Asian Treaty Organization in 1944. The Japanese Peace Treaty was delayed because of the Cold War; it was signed by the United States in 1951 and by Russia in 1956. The Cold War continues to be fought throughout all of Asia with economic, military, political, and propaganda weapons. Communist infiltration has divided Southeast Asia, making it a focal point of the Cold War. French Indochina has been divided into North Viet Nam (Communist) and South Viet Nam (Democratic). Indonesia remains neutral while courting Soviet attention and American assistance. At the same time that she proclaims neutrality, Indonesia is furthering a policy of aggression against those countries which surround her. Fidel Castro's overthrow of the Batista government and the abortive attempt to overthrow Castro which was launched from United States soil has created great tension between Cuba and the United States, two countries separated by political ideologies and ninety miles of water. Africa is experiencing the usual growing pains normal to any area seeking to perfect the system of self-government. Because of the political unrest coupled with economic problems, Africa has become another area of Communist activity, which seeks to dominate forces working for the success of republican ideals.

UNDERSTANDINGS

1. To understand the role of diplomacy in international relations, alliances, and enmities.
2. To understand the feeling of restlessness engendered in Germany because of Versailles.
3. To understand how the clash of ideologies, as well as other forces, led to World War II.
4. To see the picture of the shrinking globe and the resultant interdependence of nations and individuals.
5. To understand what constitutes respect and fair play with reference to the rights of individuals, of minorities, and of the majority when making treaties and holding international conferences.
6. To understand some of the political and economic similarities in fascism and communism and democracy.

7. To understand that fascism and communism are militant as forces in the world toda and to be able to recognize their propaganda and techniques.
8. To appreciate democracy and become aware of the privileges and responsibilities of citizens in a democracy.
9. To understand the economic, geographic, political, and cultural background of the rise of militarist Japan and China.
10. To understand the total nature of modern atomic war, its destructiveness, and damaging effect upon welfare and health.
11. To understand the organization and function of the United Nations as the strongest organ of world peace.
12. To develop respect and sympathetic understanding of other races, religions, and social groups.

ATTITUDES

1. To appreciate the differences of national groups of peoples and the need to learn how to get along with them in the world.
2. To realize the smallness of the world today because of scientific advances which necessitate greater efforts to live peacefully with other groups of people.
3. To appreciate the needs of people throughout the world in relation to geography, economics, religion, history, and cultural backgrounds.
4. To realize the seriousness and possible total destruction which might result from any world conflict.
5. To develop an appreciation for the United Nations or any other organization which is working for world peace and development.

CONCEPTS

arbitration

Atlantic Charter

Atomic Age

Blitzkrieg

Bolshevists

Cold War

Communism

Democracy

democratic monarchy

dictatorship

fascism

global war

Iron Curtain

Marshall Plan

minorities

National Socialists

NA TO

neutralism

nuclear energy

party system

satellite countries

Schuman Plan

SEATO

suffrage

Summit Conference

totalitarian

Truman Doctrine

U-2 incident

BIBLIOGRAPHY

BOOKS - TEACHER

Introduction

No list of books could adequately provide an over-all picture of the field of social sciences. This statement holds true in compiling a bibliography for teachers as well as a book list for students. However, teachers can formulate lists peculiar to their own situations if they know bibliographical references. In compiling such a list, some of the following works may be helpful to the social science teacher:

COLLIER'S ENCYCLOPEDIA
Volume 20, published by The Crowell-Collier Publishing Company, New York. This work contains a complete social science bibliography. General reference works as well as specific works are listed under time periods as well as topical and geographical arrangement.

EDUCATIONAL PAPERBACKS - ESPECIALLY SELECTED FROM THE LIST OF 100 PUBLISHERS
This pamphlet issued annually may be received by writing to Coleman Book Service, 23 E. 22nd St., New York 10, New York. A special section lists books vital to the social science teacher.

FREE AND INEXPENSIVE LEARNING MATERIALS
Published by George Peabody College for teachers, Nashville 5, Tennessee. ($1.50) This book contains many learning materials available for the social science teacher.

GUIDING THE SOCIAL STUDIES READING OF HIGH SCHOOL STUDENTS
Published by the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D.C. This pamphlet is Bulletin 34. ($1.50) The work does not contain any listing of books but is a guide to both teacher and student in social science reading.

HISTORICAL FICTION
Published by the McKinley Publishing Company. The work contains fiction publications under the same headings as the non-fiction work. (See below)

HISTORICAL NON-FICTION
An organized annotated, supplementary reference book containing listings according to time, country, and topic. Published by McKinley Publishing Company, Philadelphia, Pennsylvania.

KEY TO THE PAST - SOME HISTORY BOOKS FOR PRE-COLLEGE READERS

Publication Number 1 from Service Center for Teachers of History, a service of the American Historical Association, 400 A Street, S.E., Washington 3, D.C. Edited by Margareta Faissler. This inexpensive pamphlet lists books treating of European and American History as well as works covering Latin America, Africa, and the Near and Far East.

OHIO TEACHERS AND PUPILS READING CIRCLE

Published monthly. A pamphlet listing books at all grade levels. Publication is free by writing to 1456 N. High Street, Columbus 1, Ohio.

PAPERBACK BOOKS IN PRINT

Published by R. R. Bowker Company, 62 W. 45th St., New York 36, New York.

PAPERBACKS IN THE SCHOOLS

Bantam Books, New York. ($.95) This work contains a special subject by subject report for teachers and students at the high school level.

PAPERBOUND BOOK GUIDE FOR HIGH SCHOOLS

Published annually by R. R. Bowker Company, 1180 Avenue of the Americas, New York. This inexpensive pamphlet contains a selective subject guide to over five thousand inexpensive reprints for use in secondary schools.

STANDARD CATALOGUE FOR HIGH SCHOOL LIBRARIES (with Catholic supplement)

Published by the H. W. Wilson Company, New York. This expensive annual catalogue of more than four thousand books provides classification by author, title, subject and an analytical index along with a directory of publishers.

SUBJECT GUIDE TO BOOKS IN PRINT

Published by the R. R. Bowker Company, New York. This heavy volume used as an index for the publishers' trade list annual, is revised annually and contains about two thousand pages. It is available in some school libraries or the city libraries. Books are listed under subject headings with many of the main headings sub-divided.

SUBJECT GUIDE TO EDUCATIONAL PAPERBACKS

This pamphlet is free to schools and may be had by writing Publishers Paperback Center, 1223 West 6th Street, Cleveland 13, Ohio. Although all high school departments may use this pamphlet, a great number of listings will fulfill the wishes of social studies teachers.

THEY WERE THERE - A GUIDE TO FIRSTHAND LITERATURE FOR USE IN TEACHING AMERICAN HISTORY

This inexpensive pamphlet is published by Service Center for Teachers of History (address above). Teachers and students who want to become familiar with the more readily available examples of first hand historical literature can profit from this book list.

WORLD HISTORY BOOK LIST FOR HIGH SCHOOLS: A SELECTION FOR SUPPLEMENTARY READING

Available as Bulletin 31, revised edition, from National Council of Social Studies (address above) ($1.50).

Books are listed according to time periods, topics, and geographical areas. This work would be a valuable asset for all world history teachers.

BASIC REFERENCE SOURCES

Basic reference sources appear in many texts. The following list may be helpful to the young teacher.

AMERICAN HISTORICAL ASSOCIATION PAMPHLETS, 1965

Sixty inexpensive pamphlets are designed to keep the reader abreast of current interpretations and significant changes in historical studies. Write for complete list to Service Center for Teachers of History, American Historical Association, 400 A Street, S.E., Washington, D.C., 20003.

ATLASES

No specific atlas is here mentioned because so many good works are available. Teachers and students should become familiar with the many special and general works available.

CONCISE DICTIONARY OF AMERICAN HISTORY

Published by Charles Scribner's Sons, New York. This work provides a quick and easy way to know facts, trends, and policies in America's past.

CONGRESSIONAL DIRECTORY

Published by the United States Printing Office. This work is a handy guide to the study of the United States Government.

DICTIONARY OF AMERICAN BIOGRAPHY

These twenty-two biographical volumes published by Charles Scribner's Sons, New York, relate the personality and achievements of each individual.

DICTIONARY OF AMERICAN POLITICAL TERMS

Published by McGraw-Hill Company, New York. Over 1200 entries with alternate definitions and historical etymologies are included.

DICTIONARY OF SOCIAL SCIENCE

Published by Public Affairs Press, Washington, D.C., 1959. This dictionary gives actual usages of the more important terms in the major social sciences.

DOCUMENTS OF AMERICAN HISTORY

Edited by Commager and published by Appleton-Century-Crofts, Inc. This work contains fundamental sources of American history.

ENCYCLOPEDIA OF AMERICAN FACTS AND DATES

Published by Thomas Y. Crowell Company, New York. In one volume is presented a vast number of facts arranged in chronological and concurrent order with easy cross reference index. Four parallel columns list four fields of interest.

ENCYCLOPEDIA OF THE SOCIAL SCIENCES
Published by the Macmillan Company, 1938. These eight volumes provide articles on all of the social sciences.

THE LINCOLN LIBRARY OF ESSENTIAL INFORMATION
Published by The Frontier Press Company, Buffalo 3, New York. The largest possible amount of information for the average reader is given in this two volume work.

OHIO GOVERNMENT - STATE AND LOCAL
Published by Educational Publishers, Inc., St. Louis. This work by Brother Albert Rose, S.M., is considered the classic reference book for a study of Ohio and local government in Ohio.

POLITICAL HANDBOOK OF THE WORLD
Published by Harper and Brothers for the Council on Foreign Relations. This handbook is designed to furnish the necessary factual background for understanding political events in all countries which have independent governments.

THE STATESMAN'S YEARBOOK
Published by St. Martin's Press, New York. This annual contains statistical and historical records of the world for the year.

STATISTICAL ABSTRACT OF THE UNITED STATES
Published by the U. S. Department of Commerce. Address your request to the Government Printing Office. Contained in this annual is a summary of the statistics on the social, political and economic organization of the United States.

UNITED STATES GOVERNMENT ORGANIZATION MANUAL
Published by the Office of the Federal Register, National Archives and Record Service. This official handbook of the federal government is available at the Government Printing Office. It contains descriptions of all agencies of the government.

THE WORLD ALMANAC
Published by the New York World Telegram. This inexpensive annual gives political, social, and economic facts for all countries.

THE WORLDMARK ENCYCLOPEDIA OF THE NATIONS
Published by Worldmark Press, Inc., Harper and Brothers, New York. This large single reference volume serves as a practical guide to the geographical, historical, social, and economic status of all nations, their international relationship, and the United Nations system.

PAPERBACK BOOKS

In view of the fact that most text books list paperbacks paralleling instructional material, and that new books are constantly being produced, we are not presenting a list of paperbacks but we present a list of publishers who would be pleased to send you their catalogues.

The following companies have book lists available, free:

ACE. Ace Books, 1120 Avenue of the Americas, New York, 10036

AE. Apollo Editions Inc., 201 Park Avenue, S., New York, 10003

ANCHOR. Doubleday and Company, Inc., 575 Madison Avenue, New York, 10022

ANVIL. D. Van Nostrand Company, Inc., 120 Alexander Street, Princeton, New Jersey

ATHENEUM. Atheneum Publishers, 162 East 38th St., New York, 10006

BANTAM. Bantam Books, Inc., 271 Madison Avenue, New York, 10016

BARNES. Barnes and Noble, 105 Fifth Avenue, New York, 10003

CAPRICORN. G. P. Putnam's Sons, 210 Madison Avenue, New York, 10016

CHICAGO. University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois, 60637

COLLIER. Collier Books, 60 Fifth Avenue, New York, 10003

CORNELL. Cornell University Press, 124 Roberts Place, Ithaca, New York

CREST. Gawcett Publications, Inc., Greenwich, Connecticut

CSP. Cooper Square Publishers, Inc., 59 Fourth Avenue, New York, 10003

DELL. Dell Publishing Company, Inc., 750 Third Avenue, New York, 10014

DOLPHIN. Dolphin Books, 575 Madison Avenue, New York, 10022

DOVER. Dover Publications, Inc., 180 Varick St., New York, 10014

HARVEST. Harcourt, Brace and World, Inc., 757 Third Avenue, New York, 10017

LITTLE. Little, Brown and Company, 34 Beacon St., Boston 6, Massachusetts

MENTOR. New American Library of World Literature, Inc., 501 Madison Avenue, N.W., 10022

MERIDIAN. World Publishing Company, 2231 W. 110th St., Cleveland, Ohio, 44102

MONARCH. Monarch Books, Inc., 529 Fifth Avenue, New York, 10017

NORTON. W. W. Norton and Company, 55 Fifth Avenue, New York, 10003

PENGUIN. Penguin Books, Inc., 3300 Clipper Mill Road, Baltimore 11, Maryland

PHOENIX. See Chicago

POCKET BOOKS. Pocket Books, Inc., 630 Fifth Avenue, New York, 10020

POPULAR. Popular Library, Inc., 355 Lexington Avenue, New York, 10017

PRAEGER. Frederick A. Praeger, Inc., 64 University Place, New York, 10003

PYRAMID. Pyramid Publications, Inc., 444 Madison Avenue, New York, 10022

SEARCHLIGHT. See Anvil

SENTRY. Houghton Mifflin Company, 2 Park St., Boston 7, Massachusetts

SIGNET. See Mentor

TORCH. Harper and Row, Publishers, 49 East 33rd St., New York 10016

UL. Grosset and Dunlop, Inc., 1107 Madison Avenue, New York, 10010

VINTAGE. Random House, 457 Madison Avenue, New York, 10022

WISCONSIN. University ofWisconsin Press, 430 Sterling Court, Madison 6, Wisconsin

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APPROVED TEXT BOOKS
for
Global-Centric History and Culture

Low Reading Level

Abramowitz, Jack
World History Study Lessons, Follett Publishing Company, c1963. The Follett Basic Learnings Program. Paperbacks. (Reading level - seventh grade; content level 9-10)

Low Average to Average

Leinwand, Gerald
Pageant of World History, Allyn and Bacon Company, c1963

High Average to Good

Boak, A.E.R., P. W. Slosson, H.R. Anderson and H. Bartlett
History of Our World, Houghton Mifflin Company, c1963

Mazour, A.G. and J. M. Peoples
Men and Nations: A World History, Harcourt, Brace & World, Inc., c1961

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The Subcontinent of India

Resource Book: Study Guide for World History, The History Teachers' Club of University of Notre Dame, Reardon, Baer and Company, c1959

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Ewing, Ethel
Our Widening World, Rand, McNally and Company, 2nd edition, c1963. 8 volume, Grade 10 level. Omit volume 5 Western European Society. Substitute for this volume Grossier, Mastering World History, or any other approved paperback.

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Africa in Ferment, Oxford Social Studies Pamphlet No. 27, Oxford Book Company, Inc., c1962

Lengyel, Emil
The Changing Middle East, Oxford Social Studies Pamphlet No. 8, Oxford Book Company, Inc., c1962

SUGGESTED SHELF LIST
for
Global-Centric History and Culture

(These books are recommended for teacher and student. They may be used in the classroom but not as a text.)

** * These should be given preference if budgets are limited.

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Builders of Emerging Nations. Holt, Rinehart and Winston, Inc., New York, c1961

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Gunther, John
Inside Europe Today. Palo Alto, California, Pacific Books, c1962.

** Hansen, Harry, editor
World Almanac and Book of Facts. New York, New York World Telegram, c1964

Matthew, Helen G.
Asia in the Modern World. Mentor Books (MT 542). New York, New American Library of World Literature, Inc.

* Neill, Thomas P., editor
The Building of the Human City. (Documentary Record of Western Civilization) Dolphin Books. (CB2) New York, Doubleday andCompany, Inc.

*Snyder, Louis L.
Fifty Major Documents in the Twentieth Century. Anvil Books. Princeton, D. Van Nostrand Company, Inc.

Stavrianos, Leften S.
Readings in World History. Boston, Allyn and Bacon, Inc., c1962.

West, Ralph O.
The Human Side of World History. Chicago, Ginn andCompany, c1963

Paperbacks in Series

Area Studies in Economic Progress; Curriculum Resources, Inc., in cooperation with Scott, Foresman and Company, c1964; Titles: China, India, Japan, Latin America, The Middle East, The Soviet Union, Sub-Sahara Africa, Western Europe.

Contemporary Civilization Series; Holt, Rinehart and Winston, Inc., c1965; Titles: Chile, Egypt, Pakistan, West Africa; in preparation: Argentina, Brazil, India, Japan, Lebanon, Philippines, South Africa, Vietnam, and others.

A Culture Area in Perspective; Allyn and Bacon, Inc., c1964; Titles: Sub-Sahara, Africa, Latin America, Soviet Union.

Culture Regions of the World Series; Macmillan Company, c1965; Titles: India and South Asia, Latin America, Western Europe.

The Human Adventure - Readings in World History, Vol. I and II; Harcourt, Brace and World, Inc., c1964.

Oxford Social Studies Pamphlets; Oxford Book Company, c1964; Titles: This Is Communism, Asia in Ferment.

Today's World in Focus; Ginn and Company, c1963; Titles: Set I - The Soviet Union, China, Africa, Israel, India, Brazil; Set II - Argentina and Chile, Japan, Mexico, Indonesia, The Middle East, Thailand.

World Affairs Guides; Bureau of Publications, Teachers College, Columbia University, c1962; Titles: StudyingAfrica, Studying South America, Studying the Middle East, Selected Resources for Studying the World.

AUDIO-VISUAL MATERIALS

The audio-visual aid is a most important tool for vitalizing social science teaching. Most text books today include lists of audio-visual materials paralleling instructional materials. Teachers are strongly urged to use these aids.

In view of the fact that new audio-visual materials are constantly being produced, and in view of the fact that no recommended list would meet the various needs of all our classes, we are not presenting a detailed list, but we are presenting a list of producers which will serve as a source for these materials. All of the following producers have catalogues and they will be pleased to send you free their general catalogue and keep you on their mailing list. Write to these sources and build a file on material available in the audio-visual field. In many cases you can preview the material before purchase.

KEY TO SOURCES OF AUDIO-VISUAL AIDS

MOTION PICTURES

Audio-Visual Center Kent State University Kent, Ohio 44240	Kent State is a repository, a rental library, where many of the companies listed below have sent their complete works. Rental fees are nominal. Catalogues are available.
Cleveland Public Library Department of Films 325 Superior Avenue Cleveland, Ohio	One general catalogue can be secured for your school. Phone CH 1-1020 for reservations, plan ahead and ask for an open date for the desired film. All films are free to schools.
Cleveland Public Schools Bureau of Visual Education 2026 Murray Hill Road Cleveland 6, Ohio	One general catalogue can be secured for your school. Phone RA 1-4816 for reservations; plan ahead and ask for an open date for the film desired. All films are free to schools. (Those schools not in Cleveland can have the same service by calling the Board of Education in their respective cities. For example, the City of Euclid and the school administration are very co-operative.)

Screen News Digest
% Mr. Walter T. Powers
Sales Promotion
The May Company
Cleveland, Ohio

Screen News Digest issues a monthly film which is distributed by four diocesan schools. To receive these free valuable films write The May Company.

PRODUCERS

Academic Film Company
516 5th Avenue
New York 36, New York

A. F. Films Incorporated
Room 1001 - 1600 Broadway
New York, New York

Alemann Films
705 N. Vine Street
Hollywood 38, California

Almanac Films, Inc.
516 Fifth Avenue
New York 36, New York

Armed Forces Films
Department of Defense
Office of Public Affairs
Washington 25, D.C.

American Geographic Society
Herbert E. Budek Company
324 Union Street
Hackensack, N.J.

Baltimore and Ohio Railroad
Safety Department
Baltimore and Charles Streets
Baltimore 1, Maryland

British Information Services
30 Rockefeller Plaza
New York 20, New York

Christopher Movement
15 East 48th St.
New York 7, New York

Colonial Williamsburg, Inc.
Audio-Visual Department
Williamsburg, Va.

Contemporary Films, Inc.
267 W. 25th Street
New York 1, New York
(British Films)

Coronet Films
Coronet Building
Chicago 1, Illinois

Current Affairs Films
527 Madison Avenue
New York 23, New York

Delta Film Productions
7238 W. Toughy Avenue
Chicago 48, Illinois

Walt Disney Productions
Educational Film Division
Burbank, California

Eastia Pictures Company
Putnam Building
Davenport, Iowa

Educational Films
H. W. Wilson Company
950 University Avenue
New York, New York

Encyclopaedia Britannica Films, Inc.
1150 Wilmette Avenue
Wilmette, Illinois

Ford Motor Company
Motion Picture Division
Dearborn, Michigan

General Motors Corporation
Public Relations Staff
Film Library
3044 W. Grand Blvd.
Detroit, Michigan 48202

Jim Handy Organization
2821 E. Grand Blvd.
Detroit 11, Michigan

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York 17, New York

Ideal Pictures Corp.
1600 Broadway, Suite 600
New York, New York

International Geographic Pictures
1176 Broadway
New York 19, New York

McGraw-Hill Book Company
Film Department
330 W. 42nd Street
New York 36, New York

National Association of Manufacturers
Film Service
14 W. 49th St.
New York, New York

One Thousand and One Educational Screen
64 East Lake Street
Chicago, Illinois

Pan American Union
Section on Motion Pictures
Washington 25, D.C.

Pictorial Events
597 Fifth Avenue
New York 17, New York

Pictorial Films, Inc.
R K O Building
Radio City
New York, New York

Silver Burdett Company
22 Oak Drive
New Hyde Park, New York

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Teaching Film Custodians, Inc.
25 West 43rd St.
New York 36, New York

United States Department of Agriculture
Motion Picture Division
Washington 25, D.C.

United States Department of State
Motion Picture Division
Washington 25, D.C.

FILM STRIPS

American Book Company
Audio Educational Department
55 Fifth Avenue
New York 3, New York

Herbert E. Budek Company, Inc.
324 Union Street
Nakensack, N.J.

The Cleveland Press
901 Lakeside Avenue
Cleveland, Ohio 44114
(A monthly film strip is issued on
current topics. Free to schools.)

Current Affairs Films
527 Madison Avenue
New York 23, New York

Curriculum Film Strips
Distributed by Educational
Projections, Inc.
10 E. 40th Street
New York, New York

Educational Audio Visuals, Inc.
29 Marble Avenue
Pleasantville, New York

Encyclopaedia Britannica Films
1150 Wilmette Avenue
Wilmette, Illinois

Enrichment Teaching Materials
246 Fifth Avenue
New York, New York

Eyegate House, Inc.
146-01 Archer Avenue
Jamaica 35, New York

Jim Handy Organization
2821 East Grand Blvd.
Detroit, Michigan

Heritage Film Strips, Inc.
89-11 63rd Drive
Rego Park, New York

Informative Classroom Picture Publishers
31 Ottawa Avenue, N.W.
Grand Rapids 2, Michigan

Life Magazine
Filmstrip Division
Time and Life Building
Rockefeller Center
New York 20, New York

McGraw-Hill Book Company
Filmstrip Division
330 W. 44nd St.
New York, New York

New York Times
Office of Education Activities
229 W. 43rd St.
New York 36, New York

Pictorial Events
220 Central Park, S.
New York 19, New York

Rand McNally and Company
Education Division
P. O. Box 7600
Chicago 80, Illinois

Stanbow Productions, Inc.
Valhalla, New York

Society for Visual Education
1345 Diversey Parkway
Chicago 14, Illinois

Teaching Film Custodians
25 W. 43rd St.
New York 36, New York

Visual Education Consultants, Inc.
2066 Helena St.
Madison, Wisconsin

Yale University Press Films Service
Filmstrip Department
386 4th Avenue
New York 16, New York

RECORDS

Audio Aids
Saddle River, N.J.

Stanley Bowmar Company
12 Cleveland Street
Valhalla, New York

Columbia Records Sales Corp.
Educational Department
799 Seventh Avenue
New York 19. New York

Educational Record Sales
157 Chambers St.
New York 7, New York

Enrichment Materials, Inc.
246 Fifth Avenue
New York, New York

Folkways Records
117 W. 46th St.
New York, N.Y.

"Week in Review"
Gateway Recordings, Inc.
Public Affairs Division
234 Forbes Avenue
Pittsburg, Pennsylvania 15222

Heirloom Records
Brookhaven, N.J.

Houghton Mifflin Company
2 Park Street
Boston 7, Massachusetts

Libraphone, Inc.
Long Branch, N.J.

Listening Library
Long Branch New Jersey

R C A Victor Educational Sales
155 East 24th St.
New York 10, New York
(Since 1962 Ginn and Company,
New York, is sole agent for all
RCA Educational records.)

Riverside Records
235 West 46th. St.
New York 36, New York

The Spoken Word, Inc.
10 East 39th St.
New York 16, New York

TAPE RECORDINGS

Audio-visual Center
Kent State University
Kent, Ohio
(Catalogue $1.00)

British Information Service
30 Rockefeller Plaza
New York 20, New York

Free Tape Service
Department of Religion
University of Dayton
Dayton, Ohio

National Gallery of Art
Washington, D.C.

National Tape Repository
Bureau of Audio Visual Instruction
Stadium Building, Room 348
University of Colorado
Bolder, Colorado

School of the Sky
Indiana University
Bloomington, Indiana

FLASH CARDS

Visual Education Association, Inc.
321 Hopeland St.
Dayton, Ohio 45308

- Vis-ed American History I - Discovery to Civil War
- Vis-ed American History II - Civil War to Present
- History of England
- World History I
- Compact Facts
  - American History I
  - American History II
- American Government
  - Vis-ed
  - Compact facts

(each set has about 1000 cards with 3000 questions and answers)

OVERHEAD PROJECTION TRANSPARENCIES

A. J. Nystrom and Company
3333 Elston Avenue
Chicago, Illinois 60616
    Outline maps in one color - 100 titles
    World history maps - set of 30 in full color
    American history maps - set of 30 in full color

Overhead Projection Trnasparencies for Social Science
Harcourt, Brace, and World
757 Third Avenue
New York, New York 10017

Rand McNally and Company
Evanston, Illinois 60202
    World History Map Series
    Relief Outline and Outline Maps of Eastern Hemisphere
    Relief Outline and Outline Maps of Western Hemisphere

Tecnifax Corporation
195 Appleton Street
Holyoke, Massachusetts 01042
(Cleveland Branch:
4472 W. 160th St.
Cleveland 44135)
    Current events transparencies
    Various transparencies on world politics with overlays
    American history series

Thermo-Fax Sales, Inc.
4850 Ridge Road
Cleveland, Ohio 44109
    3M Brand of transparencies - originals
    Geography - three packets
    U. S. History area maps - one packet

METHODOLOGY

One of the major components of the Cleveland Diocesan Social Science Program is its concern with method. The specific process suggested tends to stress the how more than the what and to orient the teacher away from being a drill master of content that is scarcely functionary, important, or truly professional. The suggestions following in this section are peculiar to a rational process of inquiry and will suggest to the teacher skills for handling the approach sought in this course of study. Obvious methods learned during teacher training days have been purposely avoided.

THE CONCEPT METHOD OF LEARNING

Concepts are ideas and facts arranged in such patterns that the perception of a single word or phrase concept elicits a phantasm that gives meaning in the context of the universal. This universal idea when mastered leads the student to application of it to a particular: UNIVERSAL - ideology - the science of ideas or theorizing in a structured form characteristics of a person, group, or class and often instituting a social science program; PARTICULAR - ideology - political theory which is propagandized as Socialism which takes the form of Communism in Russia.

Concepts express the essence of an idea rather than the enumeration of facts. Concept learning uses memory through knowledge. It does not place a burden of isolated memorization on the learner but relies on the natural process of learning theory: External Senses -- Internal Senses -- Intellect.

DISCIPLINE OF THE CURRICULUM

The skills of learning which generate adequate scholarship and maturity in the student are those which flow from the Thomastic theory that "learning is self-activity." This method excludes teacher drill and places the learning load on the student. Among skills needed to implement this method are:

- . . . gathering of data from a variety of source materials
- . . . interpretation of verbal, graphic and oral information
- . . . development of chronology and time-space sense
- . . . analyzation, evaluation of synthesis and application of data
- . . . capacity for comprehension
- . . . ability for communication and presentation of the materials

FUNCTIONAL LOGIC

Logic - consists of the rules used in drawing correct conclusions from given information

Statement - a sentence which is either true or false, but not both

Implication - a proposition formed from two statements as an if-then statement

Negation - the contradiction of a statement

Equivalent Statements - two statements; when either is true, the other is true; when either is false, the other is false

Truth Tables - outline used to list the truth values of a logical operation

Syllogism - argument consisting of three statements: a major premise - an accepted general statement; a minor premise - a specific or particular statement; a conclusion

SUGGESTED LEARNING ACTIVITIES

- . . . Small group data research groups
- . . . Small discussion groups, either static or kineposium structure

. . . Circularity – the facts of history arranged to answer meaningful questions by employing relevant facts; the phrasing of topics as questions and formulation of answers in a manner whereby data is generated only as it relates to the answer to the topical question

. . . Development of both oral and written logical, carefully organized argumentation

. . . Study of documents, social structures and evidence

. . . Study of values in which the idea rather than the material fact is discussed (e.g. state)

. . . Analysis and construction of inquiry (problems) which are realistic to current history

. . . Planned repetition through deepening of knowledge and not through remedial exercises

. . . Statistical studies and judgments

. . . Experience in living and operating in an effective manner in the actual institutions of society

. . . Research, normative deduction (precise definition) and analysis of behavior

. . . Collateral readings in related subjects

DEPARTMENTAL ORGANIZATION

PROFESSIONAL PREPARATION

The Diocese of Cleveland follows the same requirements as the Ohio Department of Education in governing the certification of teachers. For social science teachers the following requirements should be noted:

> A minimum of 100 semester hours of credit, including the required general educational course requirement, health and physical education, and the required courses in teaching fields listed below:

1. History and Government. 27 semester hours course work reasonably well distributed over American History, History of Civilization, and Political Science
2. Social Studies (comprehensive major) 45 semester hours
    - a. Course work reasonably well distributed over American History and History of Civilization 18 semester hours
    - b. Basic course work in each of the following:
        - Economics
        - Sociology
        - Political Science
        - Principles of Geography
    - c. Excess credit in above or related electives in Integrated Social Studies

FACILITIES

According to the Ohio Code (Section 3313.37) the desirable minimum of physical facilities and instructional material for the social science departmental areas are as follows:

1. Physical Facilities
    - a. Rooms which are conducive to a classroom-laboratory situation which provides for a variety of activities

- b. Movable furniture adapted to group activities
- c. Book shelves which are accessible
- d. Magazine racks
- e. Filing cabinet
- f. Light proof blinds for visual aids
- g. Visual aid equipment
- h. Radio, phonograph, recording equipment
- i. Display and exhibit space
- j. Tables for project work
- k. Map and graph-making materials
- l. Storage for models, maps and instructional equipment
- m. Bulletin board space.

2. Instructional Materials

- a. Authentic and representative reading material
- b. Selected reading material to provide for many reading levels
- c. Source unit materials
- d. Source books and reference materials for parallel aspects of course content
- e. Fiction concerning social problems
- f. Biographies which contribute to social understanding
- g. Pamphlets, including United States Government and United Nations publications
- h. Newspapers and periodicals
- i. Maps, films, charts, models, and other instructional aids
- j. A large, modern globe in each room
- k. Study guides
- l. At least one set of sectional histories
- m. Evaluative aids

HEAD OF DEPARTMENT - JOB ANALYSIS

It is suggested that those teachers in the same subject fields be organized into departments. These departments can be a very important part of the school administration. The quality of all instruction in the school is determined in a large measure by the efficiency and vitality of each department.

All department chairmen are appointed by the principal. The functions of the department chairmen are:

1. Organizational
    - a. Analyze the functions of the department in relation to the general aims, purposes, and policies of the school. Clarify and specify departmental purposes and analyze those purposes into obtainable objectives.
    - b. Structure the organization within the department.
    - c. Delegate authority and provide job descriptions for long term delegated assignments.
    - d. Maintain a dynamic balance among the various interests within the department.
2. Incorporational (Communications)
    - a. Maintain informal relations with other departments of the school.
    - b. Represent the department in relations with the principal and with other departments within the school.
    - c. Represent the department in special projects that call for partial or full mobilization of the school's academic resources.
    - d. Represent the department at meetings with chairmen from other schools, at congresses, conventions, association meetings, etc.
    - e. Keep the department informed of the results gathered from the above meetings.
    - f. Encourage active participation in professional associations.
3. Instructional
    - a. Administering
        1. Plan course offerings with members of the department.

2. Choose proper texts with members of the department.

3. Assist in assigning students to proper classes.

4. Advise the principal on assigning teachers to classes.

b. Supervision

1. Orientate new teachers.
2. Encourage in-service training.
3. Visit classes.
4. Set example as a master teacher.
5. Develop instruments for evaluating the work of the department.
6. Organize the preparation or revision of the syllabi.

PROFESSIONAL MEMBERSHIPS

It is suggested that all teachers in the social science department of the diocese hold membership in some of the following organizations:

1. Diocesan Social Science Teachers Association

apply to

Department of High Schools and Academies
Chancery Building
9th and Superior
Cleveland, Ohio 44114

Individual Membership $1.00

2. National Council for Social Studies

apply to

Executive Secretary
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Individual or Institution
Membership $9.00

3. Ohio Council of the Social Studies

apply to

Mr. Carl Beers, Treasurer
4016 Fleetwood Drive
Dayton, Ohio

Individual Membership $1.25

4. Greater Cleveland Council for the Social Studies

apply to

Miss Marie Okarma
10290 Parkview Avenue
Garfield Heights, Ohio 44125

5. History Teachers Club of Notre Dame

apply to

Sister Clarence, S.S.J.
Nazareth College
Nazareth, Michigan

Individual Membership $3.00
Institutional Membership $5.00

MATHEMATICS IV

diocese of cleveland